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ABSTRACT

School counseling programs touch all students, parents, and prospective employers. This guide describes a counseling model that can be used for grades K-12 in a variety of Alaskan school settings. It was developed by counselors who work in both itinerant and single school settings in rural and urban communities. The program is intended as a map to help school districts strengthen existing counseling programs. It describes ways to use resources and offers tips on documenting accountability. Staff development activities are presented to help counselors, administrators, and other staff members to work with students. The curriculum itself addresses three major areas: (1) acquiring and applying knowledge of self and others, such as communicating effectively, behaving responsibly, and developing group skills; (2) developing competencies in career and life planning, including problem solving, setting goals, and exploring career options; and (3) achieving educational success. The curriculum sequence is presented both by goal and by grade level. Numerous forms for time and task analysis; sample schedules and master calendars; guidelines for needs assessment; scope and sequence and curriculum; and program evaluation are also provided. A sample advisory board agenda and a sample materials inventory are included. (RJM)

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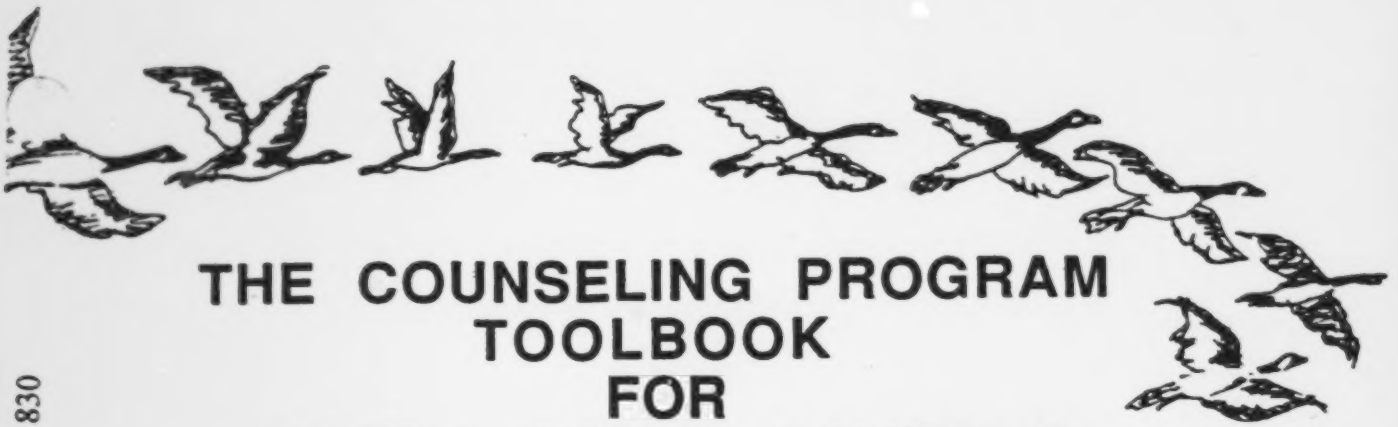

THE COUNSELING PROGRAM TOOLBOOK FOR ALASKA PUBLIC SCHOOLS

ED 384 830

TOOLS FOR PROGRAM DEVELOPMENT K-12TH GRADE

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ALASKA DEPARTMENT OF EDUCATION,
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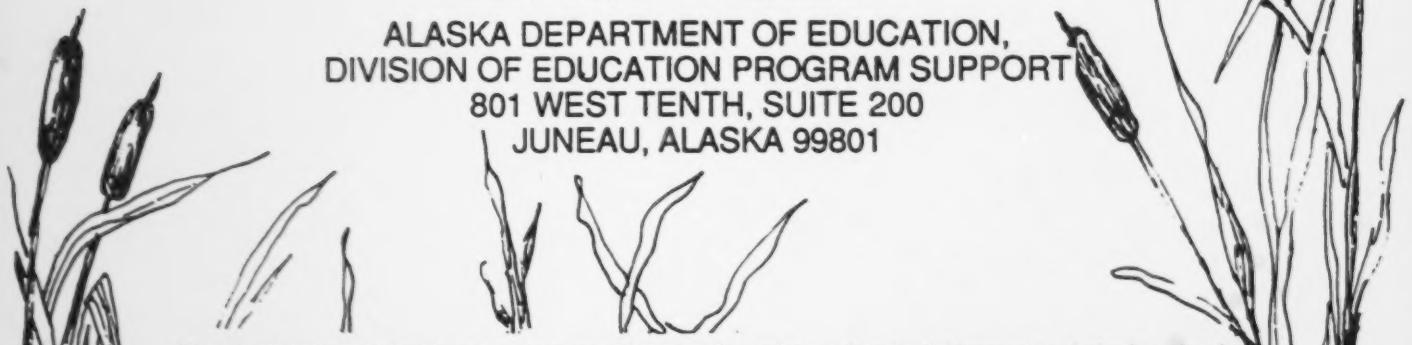

This Toolbook was developed by a group of counselors who work in both itinerant and single school settings in rural and urban communities. This Toolbook was compiled during the revision of the guide in the summer of 1994. The Alaska State Board of Education endorsed these documents as the State Guide for Alaska School Counseling Programs at their regular meeting, May 2, 1989.

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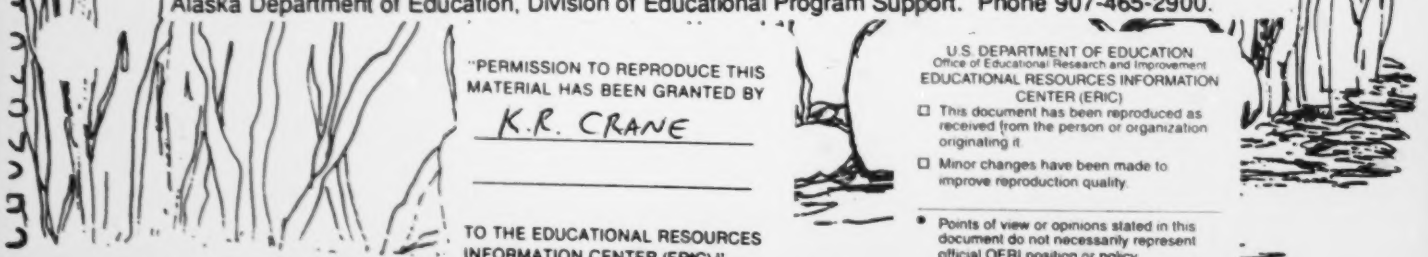

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CONTRIBUTORS

This edition of the revised ***Comprehensive Counseling Program for Alaska Public Schools*** includes a toolbook of information and forms which counselors may use or adapt for their own use.

The toolbook was developed by a team of Alaska school counselors during a workshop held June 17 - 23, 1994. It includes counseling tools from the 1991 edition of the ***Alaska School Counseling Program Guide*** and new tools suggested for use during the 1994 workshop.

Participants in the June, 1994, workshop included:

Dauna Browne	University of Alaska Fairbanks
Dan Bachelder	Nome Public Schools
Pat Chitty	Nikolaevsk School
Rita Dayton	Yukon-Koyukuk School District
Connie Giddings	Wendler Junior High School, Anchorage
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Betty McKey	Angoon School
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Doug Wessen	Glacier Valley Elementary, Juneau
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We give special thanks to Dr. Christine Jensen for her leadership in the revising of this guide and for her vision of school counselors as leaders in school reform.

Special thanks also goes to Carol Hotchkiss for her editing and clerical support in developing this new publication.

Funds for this project were provided by the School Counseling Program, Division of Educational Program Support, Alaska Department of Education.

STATE OF ALASKA

WALTER J. HICKEL, GOVERNOR

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School counseling programs touch all students, parents and prospective employers. The school counselor plays a critical role in ensuring all students graduate and possess competencies to become high quality workers in their chosen fields, active members in our democratic society and nurturing parents of the next generation.

In our vision of guidance and counseling, school counselors function as proactive partners in the educational reform movement. Counselors are strategically positioned to help students overcome disabling educational, personal, and social problems and to equip them with skills to meet the challenges of a rapidly changing world. During individual planning sessions with students and parents, counselors emphasize the importance of rigorous academic and vocational preparation. Through the guidance curriculum described in this guide, counselors reach *all* students and help them to acquire essential skills for succeeding in school, work and life.

The Alaska School Counseling Program is designed as a model to be used in a variety of school settings. This revision has added a special section on rural/itinerant settings. The program is not intended to be mandatory, rather it is a map to assist school distsricts to strengthen existing programs. The guide shows how to promote effective and efficient use of resources and provides ways to document accountability. Staff development activities are presented to help counselors, administrators and other staff memebers to work more effectively with school to work transitions, restructuring of schools and support student resiliency and self-esteem.

The Alaska School Counseling Program is an excellent example of our state's efforts to help students develop academic excellence, involve parents, respect cultural diversity and help students to have pride in self and work.

Jerry Covey
Commissioner

05-E13LH

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TIME AND TASK ANALYSIS

Time and task inventory

Time and Task Analysis Logs

Time and Task Analysis Summary Sheet

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Affective Education
AP placement testing
Classroom team teaching
College Fair
Competency testing
Drug free alternatives
Evening information meeting for parents and students
"Head shed" meetings
Junior seminar: college preperation
Multi-cultural activities
Occupational planning
Ordering stuff
Other school co-ordination
Peer tutoring program
Positive role modeling
Standardized Assessments: monitor and interpretation
Student State Loan
Year long planning

SYSTEM SUPPORT

Alaska School Counselors Program
Awards assemblies
Alumni tea
Inservice presentations
Blue Notes, writings and mailing
Calender
Career planning
Co-ordination of assembly activities
Community meetings
Community outreach
Counselor weekly meetings
Crisis hall coverage
Disseminate information
Diplomas
Exchange Students
Hallway decorations & Judging
Home visitations
Honors assembly and banquet
Jr. High "visit day"
Liaison to alternative school programs
Open House
Orientation; Grades 9 -->12 Seminars
Outside agency referrals and follow up
Retreats
Scholarship readers
Membership on various self-esteem committees
Self-esteem activities
Spirit day participation
Sponsor of activities & clubs
Staff counseling
Staff socials
Student and staff personal recognition
Student Assistance meetings - CORE Team
Student support groups

INDIVIDUAL STUDENT PLANNING

3.0 + letters
Academic Failure
Alternative school recommendations
Behavioral observations and behav. contracts
College Career Fair
College rep's visitations
Credit checks
"Drag cards"
Financial aid information
I.E.P. writing and annual reviews
Individual counseling and referrals
Letters of recommendation
Math placements & movements
"Non-grad" letters, students "at risk"
Post East High planning
Registering & orientation of new students
Scheduling and re-scheduling
Scholarship applications
Scholarship folders & seminar
"T-Bird" nominations

RESPONSIVE SERVICES

Attendance & grades follow up - counseling
Conflict resolution
Crisis counseling
Crisis intervention - prevention
D.F.Y.S. referrals
Family negotiations
Info to APD, probation officers or court system
Info to employers
Parent phone calls in & out going
Parent requests for conferences
Parent-teacher conferences
Pregnancy - Abortion - Adoption
Suicide aftermath, Prevention

NON-COUNSELING DUTIES

Changing the water bottle
Clerical

TIME AND TASK ANALYSIS LOG
15 MINUTE INTERVALS

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-COUNSELING ACTIVITIES
EXAMPLES OF ACTIVITIES	CLASSROOM ACTIVITIES, GROUP ACTIVITIES, CURRICULUM DEVELOPMENT	INDIVIDUAL ADVISEMENT, INDIVIDUAL ASSESSMENT, PLACEMENT, VOCATIONAL/ OCCUPATIONAL EXPLORATION	CONSULTATION, PERSONAL COUNSELING, SMALL GROUPS INDIVIDUAL COUNSELING CRISIS COUNSELING REFERRAL	RESEARCH, STAFF/ COMMUNITY DEVELOPMENT, COMMITTEE/ ADVISORY BOARDS, PROGRAM MANAGEMENT/ OPERATION	BUS DUTY, LUNCHROOM DUTY BALANCING CLASS SIZES, BUILDING MASTER SCHEDULE, SUBSTITUTE TEACHING, FIGURING GPA'S
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
9:00 - 9:15					
9:15 - 9:30					
9:30 - 9:45					
9:45 - 10:00					
10:00 - 10:15					
10:15 - 10:30					
10:30 - 10:45					
10:45 - 11:00					

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-COUNSELING ACTIVITIES
11:00 - 11:15					
11:15 - 11:30					
11:30 - 11:45					
11:45 - 12:00					
12:00 - 12:15					
12:15 - 12:30					
12:30 - 12:45					
12:45 - 1:00					
1:00 - 1:15					
1:15 - 1:30					
1:30 - 1:45					
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4:30 - 4:45					
4:45 - 5:00					
5:00 - 5:15					
5:15 - 5:30					
5:30 - 5:45					
5:45 - 6:00					
6:00 - 6:15					

CATEGORIES	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT	NON-COUNSELING ACTIVITIES
6:15 - 6:30					
6:30 -6:45					
6:45 - 7:00					
7:00 - 7:15					
7:15 - 7:30					
7:30 - 7:45					
7:45 - 8:00					
8:00 - 8:15					
8:15 - 8:30					
8:30 - 8:45					
8:45 - 9:00					
DAILY BLOCKS:					
Grand Total (Total Blocks):					
Daily Percentage:					

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Name:
Date:

Time and Task Analysis
Central

	7:00 - 7:15	7:15 - 7:30	7:30 - 7:45	7:45 - 8:00	8:00 - 8:15	8:15 - 8:30	8:30 - 8:45	8:45 - 9:00	9:00 - 9:15	9:15 - 9:30	9:30 - 9:45	9:45 - 10:00	10:00 - 10:15	10:15 - 10:30	10:30 - 10:45	10:45 - 11:00	11:00 - 11:15	11:15 - 11:30	11:30 - 11:45	11:45 - 12:00	12:00 - 12:15	12:15 - 12:30	12:30 - 12:45	12:45 - 1:00	1:00 - 1:15	1:15 - 1:30	1:30 - 1:45	1:45 - 2:00	2:00 - 2:15	2:15 - 2:30	2:30 - 2:45	2:45 - 3:00	3:00 - 3:15	3:15 - 3:30	3:30 - 3:45	3:45 - 4:00
Curriculum:																																			
classroom presentations																																			
group presentations																																			
affective domain activities																																			
material preparation																																			
pre scheduling activities																																			
portfolio presentations																																			
KCC hours																																			
4 year planner/night																																			
Individual Planning:																																			
gifted work & paperwork																																			
special ed work & paperwork																																			
504 plan work & paperwork																																			
scheduling/schedule changes																																			
CIY identification & follow up																																			
* phone calls																																			
* team/teacher mtgs																																			
Responsive Services:																																			
one on one with students or teachers																																			
conferencing with parents																																			
* phone calls																																			
* team/teacher mtgs																																			
System Support:																																			
committee work																																			
district counseling meetings																																			
school counseling meetings																																			
CORE team																																			
agenda preparation																																			
* team/teacher mtgs																																			
working with support staff																																			
open house mtgs																																			
staff development																																			
professional conferences																																			
in services																																			
help with ITBS/CRT testing																																			
Non-Counseling Activities:																																			
substituting in classes																																			
hallway/lunch supervision																																			

SAMPLE FORM for possible use by implementation sites. Source: New Hampshire Comprehensive Guidance and Counseling Program-A Guide To An Approved Model For Program Development, 1988, N.H. Guidance & Counseling Project.

Time and Task Analysis Summary Sheet

	Curriculum # of 15 Min. Blocks	Individual Planning # of 15 Min. Blocks	Responsive Services # of 15 Min. Blocks	System Support # of 15 Min. Blocks	Non Guidance Administrative Activities # of 15 Min. Blocks
Week # 1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					

PLANNING/MASTER CALENDAR

Sample Quantified Program Designs for Middle School/Junior high

Sample Master Plan

Sample Weekly Schedule

Sample Calendar

Sample Master Calendar

Sample Curriculum Integration Map

CHART 9

Sample Quantified Program Designs Middle School/Junior High (Grades 6 – 8)

Bringing Together Program Balance Percentages + Counselor: Student Ratios

ASSUMPTIONS:

Average class size: 1:25
Average teacher: student ratio = 1:20
45 minute periods
8 periods/day ("activity slots")
40 slots/week = 100 percent of student-access time

DESIRED PROGRAM BALANCE:

Guidance Curriculum	35 percent	14 Activity Slots
Responsive Services	35 percent	14 Activity Slots
Individual Planning	20 percent	8 Activity Slots
System Support	10 percent	4 Activity Slots

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 350 STUDENTS

Guidance Curriculum:

350/25 = 14 classes of students in student load
14 classes/14 activity slots = 1 lesson per week
1 weeks for 1 lesson @
6 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 56
7 slots for individuals = 7
Total = 63 students = 18 percent 350

Individual Planning (—traditional 1:1 model):

8 slots/week × 36 weeks = 288 slots/year (12960 minutes)
12960/350 = 37 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:17.5

ANY STUDENT LOAD:

Individual Planning

8 activity slots/week × 36 weeks = 288 slots/year
288/3 grade levels = 96 activity slots/grade level/year
96/6 6-weeks = 16 activity slots/grade level/6 weeks

System Support:

4 activity slots/week = 180 minutes/week = 36 minutes/day

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CHART 9 *(continued)*

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 500 STUDENTS

Guidance Curriculum:

500/25 = 20 classes of students in student load
20 classes/14 activity slots = .7 lessons per week
1.5 weeks for 1 lesson @
4 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 56
7 slots for individuals = 7
Total = 63 students = 12.6 percent/500

Individual Planning (—traditional 1:1 model):

8 slots/week × 36 weeks = 288 slots/year (12960 minutes)
12960/500 = 25 minutes/student/year

System Support:

Counselor-Teacher ratio = 1:25

COUNSELOR-STUDENT RATIO: 1 COUNSELOR: 1000 STUDENTS

Guidance Curriculum:

1000/25 = 40 classes of students in student load
40 classes/14 activity slots = .35 lessons per week
3 weeks for 1 lesson @
2 lessons per 6 weeks

Responsive Services:

7 slots for groups of 8 = 63
7 slots for individuals = 7
Total = 63 students = 6.3 percent 1000

Individual Planning (—traditional 1:1 model):

8 slots/week × 36 weeks = 288 slots/year (12960 minutes)
12960/1000 = 12 minutes student year

System Support:

Counselor-Teacher ratio = 1:50

Sample Master Plan, Bob McCorry, Ketchikan

MONTH	CURRICULUM	INDIVIDUAL PLANNING	RESPONSIVE SERVICES	SYSTEM SUPPORT
AUGUST	New Student Orientation	Schedules	New student groups	Coordinate with agencies
				Teacher consultation (ongoing)
SEPTEMBER	Counseling Program Introduction	Child Study Team Meetings	Student referrals (ongoing)	Set up CST's
	/Core Block 7		New student groups	Coordinate death/loss unit
			TABASCO groups 1	
OCTOBER	Stress Management/Health 7	Child Study Team Meetings	TABASCO groups 1	SBA elections
	Death & Loss/Health 7		Banana Splits groups 1	ITBS
	Conflict Resolution/Life Skills 8		Conflict Resolutions(Ongoing)	
NOVEMBER	Careers and Jobs/Life Skills 8	F-List Contacts (1st quarter)	TABASCO groups 1	Coordinate career unit
			Banana Splits groups 1	
DECEMBER	Careers and Jobs/Life Skills 8	F-List Contacts (1st quarter)	TABASCO groups 1	SBA Grant (Submit)
	Stress Management/Health 7		Banana Splits groups 1	
	Death & Loss/Health 7			
JANUARY	Personal Growth Unit	F-List Contacts (1st quarter)	New student groups	Obtain ITBS scores
	/Problem-Solving 8		TABASCO group 1	
			Banana Splits groups 1	
FEBRUARY	ITBS Explanations/Math 8	F-List Contacts (2nd quarter)	TABASCO group 2	Coordinate Kayhi
	AKCIS Presentations/English 8		Banana Splits groups 2	Coordinate 6th grades
	Abuse Presentations/Health 8			
MARCH	Kayhi Registration Activity	F-List Contacts (2nd quarter)	TABASCO group 2	SBA Grant (Implement)
	/English 8	CST's Incoming Freshmen	Banana Splits groups 2	
	Abuse Presentations/Health 8		New student groups	
	Aids Presentations/Health 8			
APRIL	Abuse Presentations/Health 8	CST's Incoming 8th Grade	TABASCO group 2	Finalize registration
	8th Registration Activity/Core Block		Banana Splits groups 2	Consult with 6th grades
	7th Registration Activity/Core B	CST's Incoming 7th Grade		Consult with 7th grades
	Aids Presentations/Health 8			Chaperone science trip 7
MAY		Light's Retention Scales	TABASCO group 2	Schedule
			Banana Splits groups 2	Program evaluation
				Carl Perkins Grant (next year

Sample Weekly Schedule, Colony Middle School

	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00			Masters		BK Broilers
8:00-8:30	Counselor's meet	Counselor's meet	Counselor's meet	Counselor's meet	Counselor's meet
8:30-9:00					
9:00-9:30	6th collaboration 6th collaboration	6th collaboration 6th collaboration	6th collaboration 6th collaboration	6th collaboration 6th collaboration	6th collaboration 6th collaboration
9:30-10:00	6th collaboration 6th collaboration	6th collaboration 6th collaboration	6th collaboration Dream Team	6th collaboration 6th collaboration	6th collaboration 6th collaboration
10:00-10:30				Blue Angels	
10:30-11:00	10:43 6th forum	10:43 6th group	10:43 6th forum	10:43 6th group	10:43 6th forum
11:00-11:30	11:13 6th forum 11:13 7th group	11:13 6th group 11:13 7th forum	11:13 6th forum 11:13 7th forum	11:13 6th group 11:13 7th forum	11:13 6th forum 11:13 7th group
11:30-12:00	11:43 7th group	11:43 7th forum 11:45 SPED	11:43 7th forum	11:43 7th forum	11:43 7th group
12:00-12:30		12:15 SPED			
12:30-1:00					
1:00-1:30		Snow Sharks	Arctic Wolves	Vikings	
1:30-2:00	7th collab	7th collab		7th collab	7th collab
2:00-2:30					

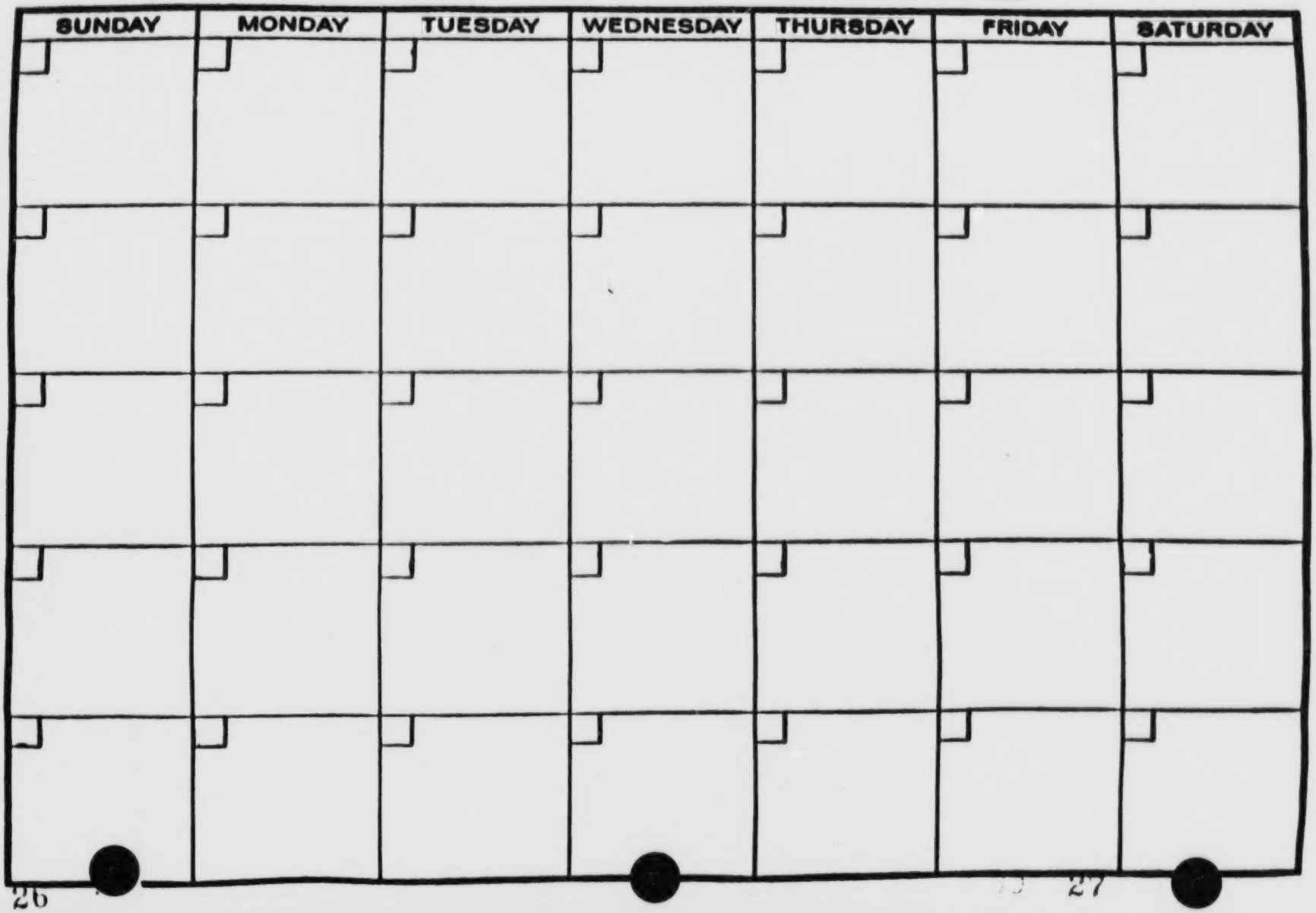
199__ - 19__ CALENDAR

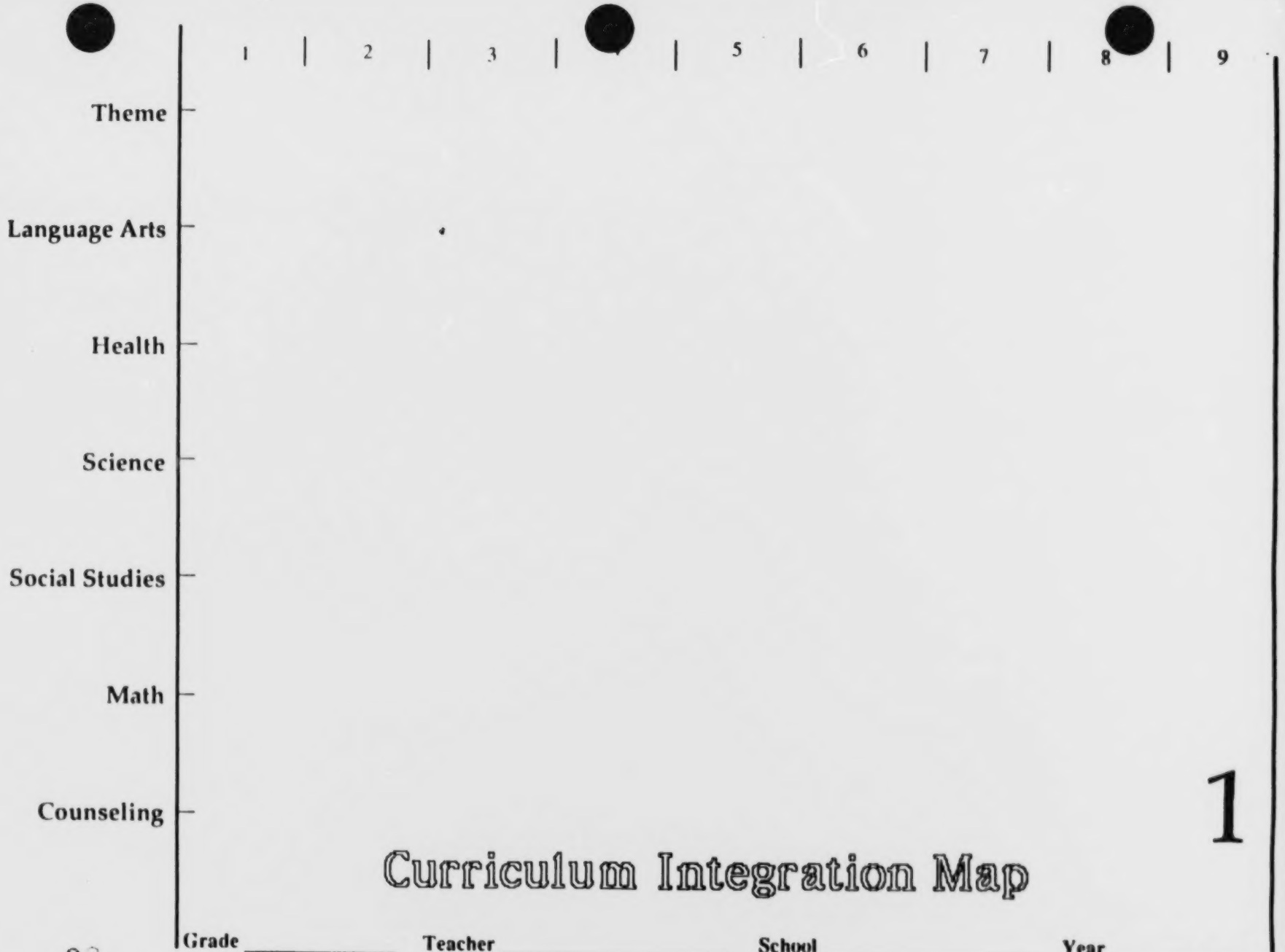
For _____ At _____

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY
CURRICULUM												
INDIVIDUAL PLANNING												
RESPONSIVE SERVICES												
SYSTEM SUPPORT												

MASTER CALENDAR

MONTH_____ YEAR_____





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Curriculum Integration Map

Grade _____ Teacher _____ School _____ Year _____

NEEDS ASSESSMENT

Basic Guideline

Student Needs Survey

Elementary Needs Survey

Counseling Needs Survey

Basic Guidelines for Using A Needs Assessment

Needs assessment is a critical step in program planning. Counselors and administrators will make more effective decisions about program objectives and strategies by surveying students, parents and teachers. This section provides sample needs assessment forms developed by the North Carolina and Anchorage School Districts. Counselors and administrators will want to design their own forms so the assessment reflects the needs of their unique school and student population.

A. Field Testing

It is strongly suggested that this survey or any other form you may choose to use be field tested before administering the survey to the target population to complete your survey. Interview them for feedback on format, ease, ambiguity, etc. Revise as needed.

B. Random Sample

It may be to your advantage to take a random sample rather than survey the entire target population. To assure accurate results be sure you are familiar with the requirements for random samples.

C. Scoring Options

1. There are several options to consider for scoring. If you have a small population, hand scoring may be acceptable. This could be done by volunteers or paid for with grant monies.

2. A second option is to use a spreadsheet to tabulate your results on a computer. Setting up the parameters is the time consuming part of this process. The advantages are the ease of counting the results and ease of preparing reports and presentations.

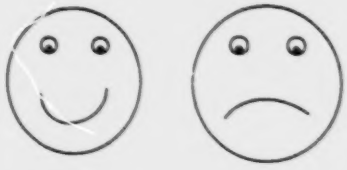
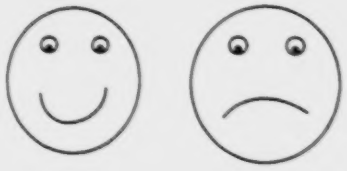
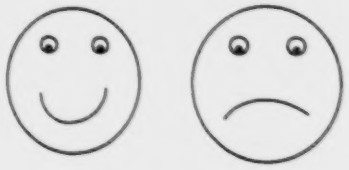
3. A third option is machine scoring. This requires access to a scanner and making sure the layout will work with your system. This option may be the best one where large numbers of surveys need to be processed.

STUDENT NEEDS SURVEY
(K-2)

This is a sad face . . . . .

This is the way I feel about ice cream . . . . .

GRADE: _____

1. Most of the time this is the way I feel about myself . . . . .
2. This is how I feel about coming to school . . . . .
3. This is how I feel about the work I do in school . . . . . 
4. This is how I think my teacher feels about me . . . . . 
5. This is how I feel about making friends . . . . . 

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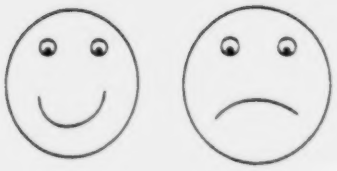
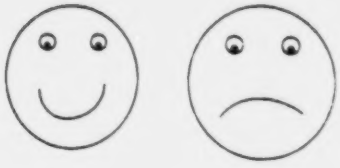
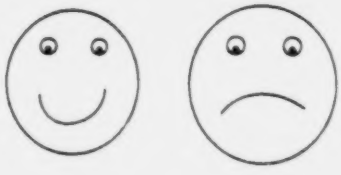
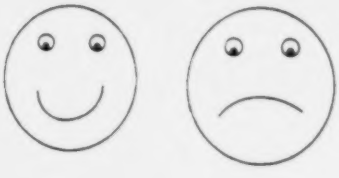
6. This is how other children feel about me . . . . . 

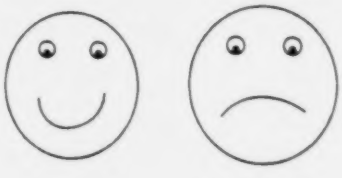
7. This is how I feel about talking with my teacher . . . . . 

8. This is how I feel about talking in show and tell . . . . .

9. This is how I feel about my family . . . . . 

10. This is how I feel when I think about my dad . . . . .

11. This how I feel when I think about my mom . . . . . 

12. This is how I feel about my brothers and/or sisters . . . . . 

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Juneau School District Counseling Program

ELEMENTARY NEEDS SURVEY

NAME: _____ SCHOOL: _____

GRADE: _____ SEX: ☐ F ☐ M RACE: _____
(Teacher, Please Complete)

The teachers, the counselor, and others want to find better ways to help you in school. They can do this if you will tell them what you want. You will do it as shown in the example below. The teacher or counselor will read the items out loud as you read them silently.

Example: Enjoy School (Check the box that is most like you.)

Enjoying school means you have friends and others don't make fun of you. I am happy with my grades. I know how to use the computers.

☐ a. I would like someone to help me enjoy school more.

☐ b. I can do the things mentioned above.

Do the following as you did in the example:

1. **Understand, Accept, and Respect Yourself**

I can tell people what is important to me. I can describe good things about me and name the feelings I have. I try new things and ask for what I need. I know what things about me change and how to improve them.

☐ a. I would like to understand myself better.

☐ b. I can do the things mentioned above.

2. **Understand, Respect, and Get Along With Others**

I can work good in a group. I share, take turns, listen, and avoid arguments. I can say good things about myself and others. I know how to make a friend and keep them a friend. I know how my actions affect the feelings of others. I can like different kinds of people.

☐ a. I would like help to understand and get along with others.

☐ b. I can do the things mentioned above.

Paladin Professional Services, 1991

3. **Communicate Effectively**

I know how to listen and speak correctly. I know how what I say affects the actions and feelings of others. I know that talking and listening are important in relationships. I know when I'm being told something.

- ☐ a. I would like to communicate effectively.
- ☐ b. I can do the things mentioned above.

4. **Behave Responsibly in the Family**

I can get along with my brothers and sisters. I am helpful at home. I know that my family members are different in the things they like and do. I know why family rules are important. I know what parents are supposed to do in a family.

- ☐ a. I would like to learn how to behave responsibly in a family.
- ☐ b. I can do the things mentioned above.

5. **Develop Group and Leadership Skills**

If I want, I can be a leader in the classroom. I can be a good group member. I know why everyone can't be the leader at once. I know what the leaders in the community and the school are supposed to do.

- ☐ a. I would like help to develop group and leardership skills.
- ☐ b. I can do the things mentioned above.

6. **Making Appropriate Decisions about Drugs & Alcohol**

I can say "No" when my friends want me to use drugs. I know the effects and penalties for drug and alcohol abuse. I know how TV, magazines, and other media try to make the use of drugs and alcohol look great. I know how drugs and alcohol can affect a family.

- ☐ a. I would like help to know more about drugs and alcohol.
- ☐ b. I can do the things mentioned above.

7. **Make Appropriate Decisions about Personal Safety**

If there was abuse at home, I could find safe adults to help me. I know the difference between good touches and bad touches. I know what to do in an emergency. I know how to get safely to and from school. I know how to be safe at home. I know the rules about talking to strangers.

- ☐ a. I would like help to learn about personal safety.
- ☐ b. I can do the things mentioned above.

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8. **Set Goals, Plans, and Prepare for the Future**

I know what type of activities interest me. I know what a goal is. I know what a "value" is and why it is important in plans and goals. I can make 5 goals of my own and tell how I could reach them.

- ☐ a. I would like to set goals, plan, and prepare for the future.
- ☐ b. I can do the things mentioned above.

9. **Explore, Plan, and Prepare for a Career**

I can describe different kinds of jobs, job groups and workers. I know why work is important. I know there are different reasons people work. I know how school is like a job.

- ☐ a. I would like to explore, plan, and prepare for a career.
- ☐ b. I can do the things mentioned above.

10. **Use Appropriate Decision Making Skills**

I think about what I want. When I make a dicision, I know the good and bad things that could happen. I do what I decide to do. I don't get angry if I make a bad decision. I just make a new one.

- ☐ a. I would like help to make better decisions.
- ☐ b. I can do the things mentioned above.

11. **Solve Problems**

I know when I have a problem. I know where to get help if I have a problem. I can tell you the problem-solving process. If I have a school problem I can find ways to solve it. I know what "stress" is and how to relieve it.

- ☐ a. I would like help to solve problems.
- ☐ b. I can do the things mentioned above.

12. **Develop Positive Attitudes Toward School and Learning**

I can work on my own. I share and coperate in a group. I know to learn trying to do my best is important. I know my responsibilities in school. I know what makes learning fun. I know making mistakes is a normal part of learning.

- ☐ a. I would like help to develop positive attitudes toward school and learning styles.
- ☐ b. I can do the things mentioned above.

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13. Make Desions About Educational Opportunities

I can explain how the grade I'm in now is different from the grade I was in last year. I can tell you what next year in school will be like. I know what "future" means. I have a school goal for next year. I know there are different ways to learn.

- ☐ a. I would like to make decisions about educational opportunities.
- ☐ b. I can do the things mentioned above.

14. Behave Responsibly in School

I know how to treat school property and the property of others correctly. I know why we have rules in school. I know why it is important to be responsible in school. I know either good or bad things will happen, depending on how I act. I know that as I grow up I need to be more responsible for my life.

- ☐ a. I would like help to understand and get along with others.
- ☐ b. I can do the things mentioned above.

Which of the three (3) above areas are the important to you? Please put the numbers of the important goals and any comments below.

_____

_____

_____

_____

_____

_____

Thank you for helping make your school a better place to be.

Paladin Professional Services, 1991

ID NUMBER | SPECIAL CODES A B C D E F G H I J

GENERAL PURPOSE DATA SHEET II
form no. 19542

COUNSELING SURVEY

NAME

Date: SPRING92 Page 1 of 2

USE NO 2 PENCIL ONLY

Strongly Agree	A
Agree	B
Neutral/Undecided	C
Disagree	D
Strongly Disagree	E

Please answer all items on the lines marked with numbers.
Please answer all items using a number two pencil.

How strongly do you agree with the following statements.

It is important that my school counselor helps me

1. To understand and respect myself and others. 1
2. To understand and share my feelings. 2
3. To understand the relationship between school success and success in later life. 3
4. To know what skills I must develop now to be a success in my chosen career. 4
5. To develop study skills and social skills necessary for success in school. 5
6. To understand how to make decisions for myself. 6
7. To understand how to find the best solutions to problems. 7
8. To know how to handle stress. 8
9. To know how to handle conflicts and disagreements 9
10. To know how to have successful friendships. 10
11. To know how to handle peer pressure. 11
12. To know how to communicate feelings and ideas. 12
13. To know how to be a successful leader. 13
14. To appreciate and know how to get along with people from other cultures and backgrounds. 14
15. To recognize and understand the effects of racial, sexual, and social stereotypes. 15
16. To understand school rules and procedures. 16
17. To understand that all behavior has consequences. 17
18. To make healthy decisions about drugs and alcohol. 18
19. To make healthy decisions about dating and sex. 19
20 To maintain healthy relationships with my family. 20
21. To recognize and handle personal safety issues. 21
22. To know how to get help when I need it. 22

GO ON TO PAGE TWO.

ID NUMBER

SPECIAL CODES
A B C D E F G H I J

2

GENERAL PURPOSE DATA SHEET II
form no. 19542

COUNSELING SURVEY

NAME

Date: SPRING92 Page 2 of 2

USE NO 2 PENCIL ONLY

3 LEAST IMPORTANT

3 MOST IMPORTANT

		A	B	C	D	E
Please answer all items on the lines marked with numbers.						
MARK THE THREE ITEMS WHICH ARE MOST AND LEAST IMPORTANT TO YOU. A=MOST IMPORTANT B=LEAST IMPORTANT						
1. To understand and respect myself and others.	1					
2. To understand and share my feelings.	2					
3. To understand the relationship between school success and success in later life.	3					
4. To know what skills I must develop now to be a success in my chosen career.	4					
5. To develop study skills and social skills necessary for success in school.	5					
6. To understand how to make decisions for myself.	6					
7. To understand how to find the best solutions to problems.	7					
8. To know how to handle stress.	8					
9. To know how to handle conflicts and disagreements	9					
10. To know how to have successful friendships.	10					
11. To know how to handle peer pressure.	11					
12. To know how to communicate feelings and ideas.	12					
13. To know how to be a successful leader.	13					
14. To appreciate and know how to get along with people from other cultures and backgrounds.	14					
15. To recognize and understand the effects of racial, sexual, and social stereotypes.	15					
16. To understand school rules and procedures.	16					
17. To understand that all behavior has consequences.	17					
18. To make healthy decisions about drugs and alcohol.	18					
19. To make healthy decisions about dating and sex.	19					
20 To maintain healthy relationships with my family.	20					
21. To recognize and handle personal safety issues.	21					
22. To know how to get help when I need it.	22					
23. What is your gender? A=Female, B=Male	23					
24. What is your ethnic group? A=Am.Ind./AK. Native B=Black C=Hispanic D=Asian/Pacific Is. E=White	24					
Please use the write in spaces on the back of this page.						
Space 1. How has your counselor most helped you this year?						
Space 2. What would you most like from your counselor for next year?						

SCOPE & SEQUENCE/CURRICULUM

Curriculum Sequence by Goal

Sample Curriculum Audit

Guidance Activity Outline

Career Portfolio Grades 7-8

Career Portfolio Grades 9-12

Scope of Curriculum

AREA I.
Acquire and apply knowledge of self and others

1. Understand, accept and respect self
2. Understand, respect and get along with others
3. Communicate effectively
4. Behave responsibly in the family
5. Develop group and leadership skills
6. Make appropriate decisions about drugs and alcohol
7. Make appropriate decisions about personal safety

AREA II.
Develop Competencies in Career and Life Planning

1. Use appropriate decision-making skills
2. Solve Problems
3. Set goals, plan and prepare for the future
4. Explore, plan and prepare for a career
5. Prepare for finding and maintaining employment

AREA III.
Achieve Educational Success

1. Develop positive attitudes toward school and learning
2. Make decisions about educational opportunities
3. Behave responsibly in school

Curriculum Sequence by Goal

AREA I.
Acquire and apply knowledge of self and others

GOAL 1:
Understand, accept and respect self.
As a result of participating in the school counseling program, students will be aware of, understand and respect their personal characteristics and care for their physical and mental health, their physical and intellectual development and the development of their personality. They will know what is important to them and they will appreciate their uniqueness.

Competency/Grade Level:
More specifically, students will:

K. describe their physical, intellectual and emotional characteristics.
1. understand differences and similarities among people.
2. describe ways they can develop themselves physically, intellectually and emotionally.
3. understand need for caring for themselves physically, intellectually and emotionally.
4. describe the physical, intellectual and emotional attributes that they value in self and others.
5. accept their individual, physical intellectual and emotional uniqueness.
6. recognize how personal characteristics and abilities change and how they can be enhanced.
7. compare and contrast their characteristics and abilities with those of others and accept the differences they see in themselves.
8. Distinguish between things that are helpful and those that are harmful to their physical, intellectual and emotional health.
9. identify methods they may use in caring for their physical, intellectual and emotional health.
10. demonstrate responsible behavior for their physical, intellectual ad emotional health.
11. analyze the potential consequences of responsible and irresponsible behavior.

12 value their individuality and accept responsibility for their physical, emotional and intellectual health.

AREA I.
Acquire and apply knowledge of self and others.

GOAL 2.
Understand, respect and get along with others
As a result of participating in the school counseling program, students will understand, respect and care for others so as to develop and maintain effective relationships with peers and adults.

Competency/Grade level:
More specifically, students will:

K. describe physical, intellectual and emotional characteristics of others.
1. identify and recognize feelings in self and others.
2. demonstrate cooperative work and play relationships.
3. describe how to choose and keep friends and show respect for others.
4. recognize how their actions affect others' feelings.
5. respond effectively to what others say and do.
6. recognize the skills needed to select and keep friends.
7. understand how to assess current social relationships in order to judge their effectiveness.
8. demonstrate the ability to get along with a variety of people.
9. compare/contrast their characteristics with those of others and recognize that individuals and relationships change.
10. demonstrate the ability to manage conflicts arising from peer group involvement.
11. participate effectively in cooperative and competitive endeavors and in situations that call for compromise.
12. demonstrate an appreciation and respect for others regardless of differences.

AREA I.
Acquire and apply knowledge of self and others.

GOAL 3.
Communicate effectively
As a result of participating in the school counseling program, students will develop and maintain listening and expression skills in order to relate effectively with others.

Competency/Grade level:
More specifically, students will:

K. recognize that they listen to and speak with a variety of people.
1. demonstrate ways to be a good listener and speaker.
2. describe communication skills that allow them to understand and to be understood by others.
3. listen to and speak appropriately with friends and others.
4. demonstrate concern and respect for the feelings, interests and opinions of others.
5. analyze how what others say affects their actions and feelings.
6. describe how communication skills improve their relationships with others.
7. use communication skills to manage peer pressure.
8. develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups.
9. describe how communication skills help them to make decisions, set goals and solve problems.
10. model communication skills to solve problems and help others.
11. analyze the effectiveness of their communication skills in solving problems and helping others.
12. evaluate the effectiveness of communication skills in solving problems and helping others.

AREA I.
Acquire and apply knowledge of self and others.

GOAL 4.
Behave responsibly in the family
As a result of participating in the school counseling program, students will take

responsibility for themselves within the family.

Competency/Grade level:
More specifically, students will:

K. be aware of their place in the family system.
1. describe responsibilities they have as a family member.
2. recognize how family rules and procedures contribute to the family system.
3. describe responsibilities of their parents and other members of the family (and other adults they know).
4. use methods that lead to effective cooperation within the family.
5. describe ways family members interact.
6. recognize that family members are different in their likes, dislikes, strengths, weaknesses, and goals.
7. respect individual family members' rights and responsibilities and understand how the family system operates.
8. analyze effective family relationships, their importance and how they are formed.
9. analyze how their own behavior contributes to and/or detracts from a harmonious family system.
10. formulate how their use of effective communication skills enhances their family relationships.
11. assess their current family relationships and evaluate their effectiveness.
12. plan how they will establish a harmonious and effective family system of their own.

AREA I.
Acquire and Apply Knowledge of Self and Others

GOAL 5:
Develop group and leadership skills

Competency/Grade level
More specifically, students will:

K. interact with others in ways that demonstrate cooperative behavior.

1. recognize responsible roles within the classroom.
2. describe the responsibilities of leaders within the school.
3. identify and describe the responsibilities of community leaders.
4. recognize skills needed to be an effective leader and group member.
5. recognize the importance of various roles within a group.
6. practice the various roles in group situations within the classroom.
7. compare and contrast the various styles of leadership.
8. analyze their own leadership potential and style.
9. analyze the opportunities available for participation within the school and community.
10. apply group and leadership skills in an appropriate school/community setting.
11. influence others to promote positive change.
12. identify various ways to make a meaningful contribution to society.

AREA 1.

Acquire and apply knowledge of self and others.

GOAL 6:
Make appropriate decisions about drugs and alcohol

Competency/Grade level
More specifically, students will:

K. be aware that there are many knows of drugs.
1. describe effects related to drug and alcohol use.
2. identify ways that the abuse of drugs and alcohol can affect the family.
3. identify appropriate refusal skills.
4. list consequences of the use of alcohol and drugs.
5. recognize media messages that are glamorizing the use of alcohol and drugs.
6. know appropriate alternatives to alcohol and drug use.
7. exhibit methods to resist pressure from friends related to use of drugs and alcohol.
8. demonstrate appropriate refusal skills.
9. know consequences and penalties of drug and alcohol use.

10. recognize the effects of alcohol and drugs on interpersonal relationships.
11. identify the characteristics of a person who is denying a problem with drugs and alcohol and know where to find help for alcohol and drug abuse.
12. identify symptoms of other addictive behaviors and how to get help.

AREA 1.

Acquire and apply knowledge of self and others.

GOAL 7:
Make appropriate decisions about personal safety.

Competency/Grade level
More specifically, students will:

K. know the difference between an appropriate and an inappropriate touch.
1. identify safe people to help them if they are lost or in danger.
2. demonstrate how to get safely to and from school and how to be safe when home alone.
3. demonstrate how to respond to emergencies and crisis situations.
4. demonstrate assertive behaviors if someone touches them in an inappropriate way.
5. identify safe adults who could help if there was an abusive situation.
6. identify harmful situations and respond appropriately.
7. demonstrate appropriate use of refusal skills.
8. use appropriate conflict resolution skills.
9. identify qualities of a healthy relationship.
10. explain positive an negative effects of peer pressure.
11. explain consequences of risk-taking behavior.
12. know how to use appropriate referral resources.

AREA II.
Develop competencies in career and life planning

GOAL 1.
Use appropriate decision-making skills
As a result of participating in the school counseling program, students will use a

systematic decision-making process.

Competency/Grade level
More specifically, students will:

K. describe decision that are difficult to make.
1. identify desirable alternatives and take action on the most appropriate one.
2. describe decisions they make for themselves, those made for them by others and how they feel about those decision.
3. understand the process they use for making decisions.
4. describe the basic decision-making process and how decision-making affects their lives.
5. apply a basic decision-making process to school, home and community situations.
6. recognize when it is appropriate to allow others to influence their decisions and when it may be harmful.
7. recognize the role their values and beliefs play in setting goals and making decisions.
8. predict outcomes of various alternatives generated in using a decision-making process and accept responsibility for their choices.
9. analyze the importance of generating alternatives and assessing consequences of each before making a decision.
10. accept responsibility for decisions they make and take corrective action when consequences are negative or harmful.
11. demonstrate the ability to set priorities and make adjustments as needed.
12. plan how to manage the transition to a young adult life style.

AREA II.
Develop competencies in career and life planning

GOAL 2.
Solve problems
As a result of participating in the school counseling program, students will use an effective problem-solving process.

Competency/Grade level

More specifically, students will:

K. describe situations that produce happy or unhappy or angry feelings and how they deal with those feelings.
1. recognize when a problem exists and identify the problem.
2. generate and evaluate alternative solutions to a problem.
3. demonstrate the problem-solving process.
4. apply a problem-solving process in school related situations.
5. identify stressors and describe appropriate methods for coping.
6. recognize how accepting responsibility helps them manage their lives and solve problems.
7. apply problem-solving process in school related situations.
8. understand transitions in school and family and the need to manage change effectively.
9. monitor and adjust behavior to solve problems and achieve goals.
10. use problem-solving techniques to manage stress.
11. recognize situations that require problem-solving and apply appropriate skills.
12. formulate personal process for solving problems.

AREA II.
Develop competencies in career and life planning

GOAL 3.
Set goals, plan and prepare for the future
As a result of participating in the school counseling program, students will use learned goal-setting and planning skills to establish a tentative career goal based on their own interests, capabilities and values.

Competency/Grade level
More specifically, students will:

K. describe people and activities they enjoy.
1. recognize capabilities and accomplishments.
2. recognize activities that interest them.
3. understand the concept of goals and the goal setting process.
4. define values and interests and explain how they contribute to goals and plans.

5. construct a goal for sixth grade based on their interests, abilities and values.
6. recognize how their interests, capabilities and values influence what they do.
7. explain the personal satisfaction derived from achieving goals and managing change.
8. design, implement and monitor an action plan to achieve a personal goal.
9. use resources (labor market information and AKCIS) to explore career clusters and identify personal interests.
10. decide which careers including self-employment would provide them the opportunity to fulfill vocational goals.
11. describe ways in which occupational choices may affect lifestyle and contribute to a balanced and productive life
12. assess the ability to achieve past goals and describe a tentative post-secondary plan.

AREA II.
Develop competencies in career and life planning

GOAL 4.
Explore, plan and prepare for a career
As a result of participating in the school counseling program, students will relate their career choices to the demands of the world of work.

Competency/Grade level
More specifically, students will:

K. define "work" and recognize different work situations in the home, school and community.
1. describe work activities of family members within and outside the home and recognize non-traditional roles.
2. describe different work activities and their importance to the society.
3. describe types of rewards people obtain for their work.
4. recognize how study skills relate to work skills.
5. define stereotypes as related to careers and explain how to overcome those barriers.
6. classify career clusters and predict future employment trends.
7. take an interest inventory and explore relevant AKCIS occupations.
8. use knowledge of post secondary vocational and academic programs to create

a four-year plan based on tentative career interests and goals.

9. identify specific aptitudes related to their career interests and modify a four-year plan.
10. use labor market information and trends to plan tentative career goals.
11. identify local community service resources and recognize benefits of volunteer work.
12. develop an individual career plan that includes decisions to be implemented after high school.

AREA II.
Develop competencies in career and life planning

GOAL 5.
Prepare for finding and maintain employment

Competency/Grade level
More specifically, students will:

7. list attributes for a responsible worker.
8. demonstrate skills to locate, interpret and use information about job openings and labor market trends.
9. develop data sheet and complete job application in a satisfactory manner.
10. know how to evaluate specific job openings for relevance to personal likes, dislikes and abilities.
11. demonstrate skills and attitudes essential to prepare for a successful job interview and to sustain employment.
12. develop a resume, letter of introduction and thank you letter, and demonstrate skills to assess occupational opportunities.

AREA III.
Achieve Educational Success

GOAL 1:
Develop positive attitudes toward school and learning
As a result of participating in the school counseling program, students will take responsibility for their own learning in school.

Competency/Grade level
More specifically, students will:

K. describe how making mistakes is a normal part of learning.
1. describe experiences at home, at school and in the community that make learning enjoyable.
2. demonstrate on task behaviors during study time.
3. describe good study skills and explain how they relate to learning.
4. participate in group activities and class discussions.
5. identify their responsibilities within the school.
6. feel pride in completing assignments on time and doing quality work.
7. describe how continued learning enhances one's ability to achieve personal and career goals.
8. identify personal learning styles and study skills and plan to improve and expand them.
9. anticipate the variety of opportunities available in high school.
10. strive to continually improve study skills, including organization, time and stress management, note-taking, and test-taking skills.
11. understand the relationship of academic and vocational skills in the world of work and describe how learning skills are required in the work place.
12. recognize quality work and the benefits of doing the best one can do on any task.

AREA III.
Achieve Educational Success

GOAL 2:
Make decisions about educational opportunities
As a result of participating in the school counseling program, students will take responsibility for planning to use their future educational opportunities, with emphasis on planning for taking the next educational step successfully.

Competency/Grade level
More specifically, students will:

K. describe what first grade will be like and explain what they look forward to about it.

1. describe how first grade is similar to and different from Kindergarten and how they expect second grade to be.
2. relate how their anticipation of second grade in first grade helped them do better in and feel better about second grade.
3. define what "future" means and summarize what educational opportunities lie in their futures.
4. develop an educational goal for fifth grade.
5. recognize the differences in the learning styles needed for various subjects, settings and objectives.
6. recognize the responsibilities they must assume to succeed in middle school/junior high and how these are the same and different from those in elementary school.
7. understand how study patterns affect success and failure in academic areas.
8. develop a four-year high school plan integrating requirements for graduation and post secondary goals.
9. update four-year plan with current classes.
10. know how to choose post secondary options that would prepare them for a career based on interests, aptitudes and abilities and entry into the job market.
11. identify sources of financial aid/scholarship information for post-secondary training.
12. recognize that the changing world demands lifelong learning.

AREA III.
Achieve Educational Success

GOAL 3:
Behave responsibly in school
As a result of participating in the school counseling program, students will take responsibility for their behaviors in the school environment.

Competency/Grade level
More specifically, students will:

K. describe areas in school where they are self-sufficient and where they are not.
1. show responsibility and respect for property of self, others and school.
2. understand that rules and procedures in school provide order to enhance the learning environment.
3. understand the importance of accepting their responsibilities and that different people have different responsibilities within the learning environment.
4. understand that growing up requires more self-discipline and acceptance of responsibility for their own behaviors.
5. recognize how good and bad consequences may be the logical results of their own actions.
6. demonstrate effective school behaviors such as arriving on time, filing and transporting classroom materials and completing assignments on time.
7. recognize when they need additional help to succeed and identify sources of help.
8. understand that accepting responsibility enhances their school experience and avoiding responsibility hinders it.
9. initiate requests for help when they become disappointed with their performance in school.
10. describe how peer pressure can influence responsible school behavior.
11. demonstrate how responsible behavior on their part can enhance the school experience for them and others.
12. assess how taking responsibility for their own actions affects their future.

Curriculum Sequence by Grade Level (K-12)

Kindergarten

- describe their physical, intellectual and emotional characteristics.
- describe physical, intellectual and emotional characteristics of others.
- recognize that they listen to and speak with a variety of people.
- be aware of their place in the family system.
- interact with others in ways that demonstrate cooperative behavior.
- be aware that there are many kinds of drugs.
- know the differences between an appropriate touch and an inappropriate touch.
- describe decisions that are difficult to make.
- describe situations that produce happy or unhappy or angry feelings and how they deal with those feelings.
- describe people and activities they enjoy.
- define "work" and recognize different work situations in the home, school and community.
- describe how making mistakes is a normal part of learning.
- describe what first grade will be like and explain what they look forward to about it.
- describe areas in school where they are self-sufficient and where they are not.

1st Grade

- understand differences an similarities among people.
- identify and recognize feelings in self and others.
- demonstrate ways to be a good listener and speaker.
- describe responsibilities they have as a family member.
- recognize responsible roles within the classroom.
- describe effects related to drug and alcohol use.
- identify safe people to help them if they are lost or in danger.
- identify desirable alternatives and take action on the most appropriate one.
- recognize when a problem exists and identify the problem.
- recognize capabilities and accomplishments.
- describe work activities of family members within and outside the home and recognize non-traditional roles.
- describe experiences at home, at school and in the community that make learning enjoyable.
- describe how first grade is similar to and different from Kindergarten and how they expect second grade to be.
- show responsibility and respect for property of self, others and school.

2nd Grade

- describe ways they can develop themselves physically, intellectually and emotionally.
- demonstrate cooperative work and play relationships.
- describe communication skills that allow them to understand and to be understood by others.
- recognize how family rules and procedures contribute to the family system.
- describe the responsibilities of leaders within the school.
- identify ways that the abuse of drugs and alcohol can affect the family.
- demonstrate how to get safely to and from school and to be safe when home alone.
- describe decisions they make for themselves, those made for them by others and how they feel about those decisions.
- generate and evaluate alternative solutions to a problem.
- recognize activities that interest them.
- describe different work activities and their importance to the society.
- demonstrate on task behaviors during study time.
- relate how their anticipation of second grade in first grade helped them do better in second grade.
- understand that rules and procedures in school provide order to enhance the learning environment.

3rd Grade

- understanding need for caring for themselves physically, intellectually and emotionally.
- describe how to choose and keep friends and show respect for others.
- listen to and speak appropriately with friends and others.
- describe responsibilities of their parents and other members of the family and other adults they know.
- identify and describe the responsibilities of community leaders.
- identify appropriate refusal skills.
- demonstrate how to respond to emergencies and crisis situations.
- understand the process they use for making decisions.
- demonstrate the problem-solving process.
- understand the concept of goals and the goal setting process.
- describe types of rewards people obtain for their work.
- describe good study skills and explain how they relate to learning.
- define what "future" means and summarize what educational opportunities lie in their futures.
- understand the importance of accepting their responsibilities and that different people have different responsibilities within the learning environment.

4th Grade

4th Grade

- describe the physical, intellectual and emotional attributes that they value in self and others.
- recognize how their actions affect others' feelings.
- demonstrate concern and respect for the feelings, interests and opinions of others.
- use methods that lead to effective cooperation within the family.
- recognize skills needed to be an effective leader and group member.
- list consequences of the use of alcohol and drugs.
- demonstrate assertive behaviors if someone touches them in an inappropriate way.
- describe the basic decision-making process and how decision-making affects their lives.
- apply a problem-solving process in school related situations.
- define values and interests and explain how they contribute to goals and plans.
- recognize how study skills relate to work skills.
- participate in group activities and class discussions.
- develop an educational goal for fifth grade.
- understand that growing up requires more self-discipline and acceptance of responsibility for their own behaviors.

5th Grade

- accept their individual, physical, intellectual and emotional uniqueness.
- respond effectively to what others say and do.
- analyze how what others say affects their actions and feelings.
- describe ways family members interact.
- recognize the importance of various roles within a group.
- recognize media messages that are glamorizing the use of alcohol and drugs.
- identify safe adults who could help if there was an abusive situation.
- apply a basic decision-making process to school, home and community situations.
- identify stressors and describe appropriate methods for coping.
- construct a goal for sixth grade based on their interests, abilities and values.
- define stereotype as related to careers and explain how to overcome those barriers.
- identify their responsibilities within the school.
- recognize the differences in the learning styles needed for various subjects, settings and objectives.
- recognize how good and bad consequences may be the logical results of their own actions.

6th Grade

- recognize how personal characteristics and abilities change and how they can be enhanced.
- recognize the skills needed to select and keep friends.
- describe how communication skills improve their relationships with others.
- recognize that family members are different in their likes, dislikes, strengths, weaknesses, and goals.
- practice the various roles in group situations within the classroom.
- know appropriate alternatives to alcohol and drug use.
- identify harmful situations and respond appropriately.
- recognize when it is appropriate to allow others to influence their decisions and when it may be harmful.
- recognize how accepting responsibility helps them manage their lives and solve problems.
- recognize how their interests, capabilities and values influence what they do.
- classify career clusters and predict future employment trends.
- feel pride in completing assignments on time and doing quality work.
- recognize the responsibilities they must assume to succeed in middle school/junior high and how these are similar to and different from those in elementary school.
- demonstrate effective school behaviors such as arriving on time, filing and transporting classroom materials and completing assignments on time.

7th Grade

- compare and contrast their characteristics and abilities with those of others and accept the differences they see in themselves.
- understand how to assess current social relationships in order to judge their effectiveness.
- use communication sills to manage peer pressure.
- respect individual family members' rights and responsibilities and understand how the family system operates.
- compare and contrast the various styles of leadership.
- exhibit methods to resist pressure from friends related to use of drugs and alcohol.
- demonstrate appropriate use of refusal skills.
- recognize the role their values and beliefs play in setting goals and making decisions.
- apply problem-solving techniques to group settings.
- explain the personal satisfaction derived from achieving goals and managing change.
- take interest inventory and explore relevant AKCIS occupations.
- list attributes for a responsible worker.
- describe how continued learning enhances one's ability to achieve personal and career goals.
- understand how study patterns affect success and failure in academic areas.
- recognize when they need additional help to succeed and identify sources of help.

8th Grade

- distinguish between things that are helpful and those that are harmful to their physical, intellectual and emotional health.
- demonstrate the ability to get along with a variety of people.
- develop skills needed for appropriate expression of opinions, attitudes and beliefs in groups.
- analyze effective family relationships, their importance and how they are formed.
- demonstrate appropriate refusal skills.
- use appropriate conflict resolution skills.
- predict outcomes of various alternatives generated in using a decision-making process and accept responsibility for their choices.
- understand transitions in school and family and the need to manage change effectively.
- design, implement and monitor an action plan to achieve a personal goal.
- use knowledge of post-secondary vocational and academic programs to create a four-year plan based on tentative career interests and goals.
- demonstrate skills to locate, interpret and use information about job openings and labor market trends.
- identify personal learning style and study skills and plan to improve and expand them.
- develop a four-year high school plan integrating requirements for graduation and post-secondary goals.
- understand that accepting responsibilities enhances their school experience and avoiding responsibility hinders it.

9th Grade

- identify methods they may use in caring for their physical, intellectual and emotional health.
- compare and contrast their characteristics with those of others and recognize that individuals and relationships change.
- describe how communication skills help them to make decisions, set goals and solve problems.
- analyze how their own behavior contributes to or detracts from a harmonious family system.
- analyze the opportunities available for participation within the school and community.
- know consequences and penalties of drug and alcohol use.
- identify qualities of a healthy relationship.
- analyze the importance of generating alternatives and assessing consequences of each before making a decision.
- monitor and adjust behavior to solve problems and s=achieve goals.
- use resources; labor market information and AKCIS, to explore career clusters and identify personal interests.
- identify specific aptitudes related to their career interests and modify a four-year plan.
- develop data sheet and complete job application in a satisfactory manner.
- anticipate the variety of opportunities available in high school (co-curricular, extra-curricular and extensions).
- update four-year plan with current classes.
- initiate requests for help when they become disappointed with their performance in school.

10th Grade

demonstrate responsible behavior for their physical, intellectual and emotional health.

- demonstrate the ability to manage conflicts arising from peer group involvement.
- model communication skills to solve problems and help others.
- formulate how their use of effective communication skills enhances their family relationships.
- apply group and leadership skills in an appropriate school/community setting.
- recognize the effects of alcohol and drugs on interpersonal relationships.
- explain positive and negative effects of peer pressure.
- accept responsibility for decisions they make and take corrective action when consequences are negative or harmful.
- use problem-solving techniques to manage stress.
- decide which careers including self-employment would provide them the opportunity to fulfill vocational goals.
- use labor market information and trends to plan tentative career goals.
- know how to evaluate specific job openings for relevance to personal likes dislikes and abilities.
- strive continually to improve study skills, including organization, time and task management, note-taking and test-taking skills.
- know how to choose post-secondary options that would prepare them for a career based on interests, aptitudes and abilities and entry into the job market.
- describe how peer pressure can influence responsible school behavior.

11th Grade

- analyze the potential consequences of responsible and irresponsible behavior.
- participate effectively in cooperative and competitive endeavors and in situations that call for compromise.
- analyze the effectiveness of their communication skills in solving problems and helping others.
- assess their current family relationships and evaluate their effectiveness.
- influence others to promote positive change..
- identify the characteristics of a person who is denying a problem with drugs and alcohol and know where to find help for alcohol and drug abuse.
- explain consequences of risk-taking behavior.
- demonstrate the ability to set priorities and make adjustments as needed.
- recognize situations that require problem-solving and apply appropriate skills.
- describe ways in which occupational choices may affect lifestyle and contribute to a balanced and productive life.
- identify local community service resources and recognize benefits of volunteer work.
- demonstrate skills and attitudes essential to prepare for a successful job interview and to sustain employment.
- understand the relationship of academic and vocational skills in the world of work and describe how learning skills are required in the work place.
- identify sources of financial aid and scholarship information for post-secondary training.
- demonstrate how responsible behavior on their part can enhance the school experience and environment for themselves and others.

12th Grade

- value their individuality and accept responsibility for their physical, emotional and intellectual health.
- demonstrate an appreciation and respect for others regardless of differences.
- evaluate the effectiveness of communication skills in solving problems and helping others.
- plan how they will establish a harmonious and effective family system of their own.
- identify various ways to make a meaningful contribution to society.
- identify symptoms of other addictive behaviors and how to get help.
- know how to use appropriate referral resources.
- plan how to manage the transition to a young adult life style.
- formulate personal process for solving problems.
- assess the ability to achieve past goals and describe a tentative post-secondary plan.
- develop an individual career plan that includes decisions to be implemented after high school.
- develop a resume, letter of introduction and thank you letter, and demonstrate skills to assess occupational opportunities.
- recognize quality work and the benefits of doing the best one can do on any task.
- recognize that the changing world demands lifelong learning.
- assess how taking responsibility for their own actions affects their future.

COUNSELING CURRICULUM SURVEY NAME:

DIRECTIONS: Look over the categories below. Decide if you cover any of the areas listed. If so, try describe briefly any activities or units you use.

DO YOU HELP STUDENTS LEARN ABOUT:

1. THEMSELVES AND WAYS TO IMPROVE THEIR SELF-ESTEEM?
CIRCLE ONE: YES NO
CIRCLE ONE: If "YES", do you teach it DIRECTLY or INDIRECTLY
PLEASE DESCRIBE HOW YOU COVER IT:_____
_____
_____
_____
PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
_____

2. DECISION-MAKING SKILLS?
CIRCLE ONE: YES NO
CIRCLE ONE: If "YES", do you teach it DIRECTLY or INDIRECTLY
PLEASE DESCRIBE HOW YOU COVER IT:_____
_____
_____
_____
PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
_____

3. EMPATHY AND WAYS TO GET ALONG WITH OTHERS BETTER?
CIRCLE ONE: YES NO
CIRCLE ONE: If "YES", do you teach it DIRECTLY or INDIRECTLY
PLEASE DESCRIBE HOW YOU COVER IT: _____
_____
_____
_____
PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
_____

4. IDENTIFYING AND COPING WITH DIFFICULT SITUATIONS?
CIRCLE ONE: YES NO
CIRCLE ONE: If "YES", do you teach it DIRECTLY or INDIRECTLY
PLEASE DESCRIBE HOW YOU COVER IT: _____
_____
_____
_____
PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
_____

5. HOW DRUGS AND ALCOHOL EFFECT PEOPLE & RELATIONSHIPS?
CIRCLE ONE: YES NO
CIRCLE ONE: If "YES", do you teach i[t] RECTLY or INDIRECTLY
PLEASE DESCRIBE HOW YOU COVER IT: _____
_____
_____
_____
PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

---

6. **SEXUALITY?**
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
---

7. **LEISURE TIME AND HOW IT CAN BE USED?**
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
---

8. **STUDY SKILLS?**
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
---

9. **WAYS STUDENTS CAN APPLY WHAT THEY LEARN IN SCHOOL ON JOBS?**
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____
---

10. **PLANNING JUNIOR AND SENIOR HIGH CLASSES?**
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

11. **WHAT KINDS OF THINGS CAN BE LEARNED FROM GRADUATES?**
CIRCLE ONE: **YES NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

12. **PLANNING AND DEVELOPING CAREERS?**
CIRCLE ONE: **YES NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

13. **UNDERSTANDING AND GETTING BEYOND CAREER STEREOTYPES?**
CIRCLE ONE: **YES NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

14. **GETTING AND KEEPING JOBS?**
CIRCLE ONE: **YES NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

15. **CAREERS AND HOW THEY RELATE TO OUR CHANGING SOCIETY?**
CIRCLE ONE: **YES NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

16. **MAKING DECISIONS ABOUT POSTSECONDARY OPPORTUNITIES?**
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

17. **OTHER "COUNSELING-TYPE SKILLS OR OBJECTIVES?**
PLEASE NAME: _____
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

18. **OTHER "COUNSELING-TYPE SKILLS OR OBJECTIVES?**
PLEASE NAME: _____
CIRCLE ONE: **YES** **NO**
CIRCLE ONE: If "YES", do you teach it **DIRECTLY** or **INDIRECTLY**
PLEASE DESCRIBE HOW YOU COVER IT: _____

PLEASE DESCRIBE WHEN YOU TRY TO COVER IT: _____

PLEASE RETURN BY FRIDAY JANUARY 18,1991. THANKS FOR YOUR HELP!

Guidance Activity Outline

Following is a tool to document guidance lessons and build your curriculum.

Title:

Grade Level:
Activity No.

Curriculum Area:

Student Competencies:

Description of Activity:

1. Purpose
2. Objectives
3. Procedures
4. Evaluation Methods
5. Follow Up

Activity Requirements:

1. Number of Students
2. Time
3. Classroom Setting

4. Teaching Approach

5. Materials and Resources

6. Equipment

7. Room Arrangement

Tips

Rate effectiveness of this activity in meeting learning objectives:

1	2	3	4	5
Needs Improvement		Effective		Extremely Effective

School: _____

Counselor: _____ Phone: _____

Attach copy of detailed Lesson Plan and Handouts.

7th Grade Teacher _____ period _____ date _____

8th Grade Teacher _____ period _____ date _____

Career Portfolio

Grades 7-8

Name: _____ **Telephone:** _____

Address: _____ **Social Security Number:** _____

_____ **Birthdate:** _____

Included in this folder are:

- ☐ Grade Summaries
- ☐ Writing Sample
- ☐ Inventories/Self-Appraisals
- ☐ AKCIS QUEST
- ☐ Resume`
- ☐ Sample Job Application
- ☐ Special Awards
- ☐ High School Planner _____ *date*
- ☐ School / Community Service Contract
- ☐ _____

II. Career Exploration: Planning a career is a lifelong process combining experience, knowledge, and decision-making skills.

Careers I am interested in:
(7th grade) 1._____ 2._____ (8th grade) 1._____ 2._____

Interest Inventory: _____ (title) _____ (date)

Career Choice: _____			Career Choice: _____		
Training	**Key Skills**	**Outlook**	**Training**	**Key Skills**	**Outlook**

Job Site Visitation: _____ (occupation observed) _____ (date)
_____ (person observed)

School Visitation: _____ (High School, King Career Center, etc.)

Career Fair Visitation: _____ (where, when)

School / Community Service (volunteer) _____ (date) _____ (verified by)

III. Job-Seeking Skills: Finding a job is a process that requires preparation.

Job-related experiences/skills I have: _____

I. Who am I? Learning about myself helps me to plan realistically for the future and reach my goals.

	7th Grade	8th Grade
My favorite classes:		
My favorite hobbies:		
My greatest strengths:		
Skills I would like to improve:		
Extra-curricular activities: (clubs, sports, volunteer, community services)		
Recognitions and awards I have received: (school, community)		
Characteristics of people I admire:		

Learning Style: _____ Thinker _____ Sensor _____ Feeler _____ Intuitor

Personality Mosaic:

	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
7th						
8th						

IV. Job-Keeping Skills

The skills listed below in bold print are critical to success in school, work, and life.
Using the following scale, evaluate yourself honestly.

1 = SELDOM/RARELY 2 = OCCASIONALLY 3 = MOST OF THE TIME 4 = ALL OF THE TIME

		Grade 7 Date	Grade 8 Date
LISTENING SKILLS	I listen actively and carefully to gather information and understand directions.		
	I ask questions and evaluate information.		
SPEAKING SKILLS	I communicate clearly.		
	I am able to present ideas and feelings to others.		
READING SKILLS	I read independently.		
	I am able to read and understand grade level materials.		
WRITING SKILLS	I write legibly.		
	I can write sentences, develop paragraphs, and prepare compositions.		
PROBLEM SOLVING / CONFLICT RESOLUTION	I am able to identify problems and brainstorm solutions.		
	I am able to choose a solution and evaluate how it works.		
POSITIVE SELF-CONCEPT	I feel good about who I am as a person.		
	I feel confident in my abilities. I know my strengths.		
ATTENDANCE	I attend school regularly.		
	I miss school only for legitimate reasons. All absences are excused.		
PUNCTUALITY	I arrive on time to school in the morning and to each of my classes.		
	I meet deadlines and time lines set by teachers to complete work.		
PREPAREDNESS	I come to class with all needed materials: pens, books, etc.		
	I complete homework and bring it to class on time.		
INDEPENDENT LEARNING	I work well on my own. I do not need teacher or parent prompting.		
	If there is something I do not know, I am willing to research information.		
LEADERSHIP	I volunteer for and accept roles of responsibility.		
	I am able to see what needs to be done & complete or assign tasks as needed.		
CITIZENSHIP / DIVERSITY	I am helpful to others in home, school, and community.		
	I accept differences in others and treat them kindly and respectfully.		
COOPERATION	I work well with others in a group: listening, sharing, and getting along.		
	I make positive contributions and actively participate in group activities.		
WORK COMPLETION	I complete all assigned work and turn it in on time.		
	I am responsible for all work I have missed and make it up immediately.		
HEALTHY LIFE SKILLS	I exercise regularly.		
	I eat balanced meals.		
	I get enough rest/sleep each day.		
	I have someone I can talk to.		
TECHNOLOGY SKILLS	I can utilize technology to access information on a wide variety of topics.		
	I can utilize technology to produce a written document.		
	I can utilize technology to prepare an audio and/or visual presentation.		

Career Portfolio

Grades 9-10-11-12

Address: _____ **Telephone:** _____

_____ **Social Security Number:** _____

Parent/Guardian: _____ **Birthdate:** _____

Driver's License Number: _____ **Graduation Date:** _____

This is your career portfolio. It is meant to help you plan for and make satisfying career decisions. Career decision making is a process that begins in school and continues throughout your life. You need to know the importance of planning and goal setting for your career future. You should also learn about the interrelationship of occupations and how the work you are now doing in school will prepare you for your career.

Use this portfolio to organize your school and work credentials. Its contents will help set you apart from your competitors. Enjoy your journey through your educational career decision making process.

Contents:

- ☐ Resume`
- ☐ Job Application
- ☐ Post-Secondary Education Application, including Financial Plan
- ☐ Senior Action Plan
- ☐ Career Portfolio, Grades 7-8
- ☐ Community Service Experience
- ☐ Personal Essay

- ☐ Career Information Materials
- ☐ Test Scores
- ☐ Skill Competencies or Certificates Earned
- ☐ Letters of Recommendation/References
- ☐ Letter of Introduction
- ☐ Special Awards/Articles of Recognition
- ☐ Copy of Transcript
- ☐ Other: _____

Career Exploration

Grade 12: Long-Range Goal _____

Short-Range Goals **Date**

_____ by _____

_____ by _____

_____ by _____

Credit Review _____ Date

_____ *Your Signature*

_____ *Counselor's Signature*

After High School

Year 1	Year 2
Goal: _____	**Goal:** _____
Where? _____	**Where?** _____
How? (applications, requirements, finances)	**How?** (applications, requirements, finances)

Extracurricular Activities/Student Organizations/Community Service

Honors and Awards

Important Resources, Persons and Agencies

Company Name	Personal Reference
Supervisor's Name	Position/Company
Dates Employed	Address
Duties	Phone Number
Company Name	Personal Reference
Supervisor's Name	Position/Company
Dates Employed	Address
Duties	Phone Number

Graduation Requirements:

English	4 Credits	PE / Health	1 1/2 Credits
Social Studies	3 Credits	Personal Finance / Economics	1/2 Credit
Mathematics	2 Credits	Electives	8 Credits
Science	2 Credits		

Total Required 21 Credits

Career Exploration

Grade 9

Interest Inventory _____

_____

Occupation	DOT	ED	Outlook

Grade 10

AKCIS or PLAN _____ (Date)

Occupation _____

Training	Key skills	Outlook

Occupation _____

Grade 11

Interest Inventory _____

_____

Educational Ideas: _____

School/Program	Entrance Rqmt	Cost

Test Scores:

PSAT _____ (Date) _____ (Verbal) _____ (Math) _____ (Index)

SAT _____ (Date) _____ (Verbal) _____ (Math) _____

ACT _____ (Date) _____ (English) _____ (Math) _____ (Reading) _____ (Sci-Reason)

ASVAB _____ (Date) _____ (Highest Aptitude(s))

Other _____

_____

Job-Keeping Skills Self Assessment

The skills listed below are critical to success in school, work, and society.
Using the following scale, evaluate yourself honestly.
1 = SELDOM/RARELY 2 = OCCASIONALLY 3 = MOST OF THE TIME 4 = ALL OF THE TIME

	Grade 9	Grade 10	Grade 11	Grade 12
a. I work well as a team member by listening, sharing, cooperating, and negotiating.				
b. I volunteer for and accept roles of responsibility.				
c. I am a flexible person and can adjust to new situations.				
d. I respect others' individual rights and their uniquenesses.				
e. I make decisions in my and other's best interests.				
f. I am an honest person.				
g. I feel good about who I am as a person.				
h. I identify problems, brainstorm solutions, and take effective action.				
i. I behave in school in ways that would make me a success in the workplace.				
j. I identify and integrate school courses that lead to my career goals.				
k. I follow a plan of action that leads to future training and employment.				
l. I research information and apply knowledge.				
m. I am dependable.				
n. I meet deadlines.				
o. I am alert because I take good care of my physical health.				
p. I am an independent learner.				
q. I am a good citizen.				
r. I take advantage of learning opportunities outside school.				
s. I demonstrate a positive outlook towards work and life in general.				
t. I set and achieve short- and long-range goals that include alternatives.				
u. I manage time and money effectively.				
v. I am motivated to be successful.				
ACADEMIC SKILLS IN THE WORKPLACE				
1. READING - I can locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.				
2. WRITING - I can communicate thoughts, ideas, information, and messages in writing; I can create documents such as letters, directions, manuals, reports, graphs, and flow charts.				
3. MATHEMATICS - I can perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.				
4. LISTENING - I can receive, attend to, interpret, and respond to verbal messages and other cues.				
5. SPEAKING - I can organize ideas and communicate orally.				
6. TECHNOLOGY - I possess basic keyboarding skills; I can use at least one software program; I understand how to use technology to solve problems.				

EVALUATION

Program Evaluation

Accountability for Counselor Advocacy

Sample School Counseling Program Evaluation

Sample Guidance Competency Evaluation Survey Grades 9-12

Sample Program Evaluation Self-Study

Alaska School Counseling Program Student Survey

Alaska School Counseling Program Parent Survey

Alaska School Counseling Program Teacher Survey

Counselor Performance Evaluation Form

Program Evaluation

Effective evaluation and accountability will require at a minimum the following types of data colleaction:

1. Outcome data - Provide quantitative documentation that counseling and guidance services have had an effect. Time-cost analysis, experimental and quasi-experimental research and statistics on programmatic goals, such as decreased truancy, are included in this category.

2. Opinion data - Provide evidence that the counseling outcome is valued. Included in this category are questionnaires to administrators, teachers, parents, and students, and counselor self-evaluations.

3. Enumerative data - Consists of quantitative data about what the counselor does. The activities in this category consist of simple numerical tabulation such as activity-time accounting in the form of logs or diaries.

4. Case study data - Consists of in-depth, longitudinal study of several students each school year and includes the following: 1) personal and academic history, 2) reports from counselor observations, 3) nature of student's problems or concerns, 4) guidance and/or counseling approaches used, 5) sequence and frequency of these activities, and 6) student behaviors after the intervention. The case study typically extends over a period of months. Collaborative pooling of data within school divisions is recommended.

All data collected through evaluation should be analyzed in terms of the stated goals and objectives of the program. These analyses serve as the basis for making necessary changes in the program. In turn, any program modifications made also must be evaluated.

For accountability purposes and for informing others about the guidance program, it is advisable to inform school personnel, parents, and involved community service personnel of the evaluation outcome. A systematic public relations effort to accomplish this tends to produce increased school and community support for and involvement in the elementary guidance program.

ACCOUNTABILITY FOR COUNSELOR ADVOCACY

WHAT IS ACCOUNTABILITY?

Webster defines accountability as the quality or state of being accountable, liable, or responsible.

Advocacy for school counseling is built on a solid foundation of accountability. School counselors are accountable to a variety of publics in the school and community. Accountability instruments assist school counselors in measuring their success. Measuring student outcomes is an excellent way of showing the effectiveness of comprehensive developmental school counseling programs. School counselor publics, such as the local school board, want to know what school counselors are doing in their programs and want to know what results are being produced. School boards are questioning the cost effectiveness of school counseling programs and want to know if a counseling program really makes a measurable difference in student academic performance, school adjustment, readiness to learn, and preparation for the world of work.

As school counselors most of us are constantly being reminded that we must be:

- **accountable** to our clients, the students
- **accountable** to students' parents
- **accountable** to administration and school board
- **responsible** for our students' actions, goals, behaviors, competencies
- **responsible** for counseling programs
- **responsible** to the community, business partners and the general public
- **liable** to the law
- **liable** for our actions in times of crises
- **liable** to ethical practices

and the list goes on and on . . .

WHAT CAN COUNSELORS USE AS ACCOUNTABILITY INSTRUMENTS?

Accountability instruments must be chosen carefully with consideration for the type of accountability data that will be produced. School counselors have a variety of choices:

* **SURVEYS** are data collection tools to solicit answers to questions from participants. A survey can ask questions or take measurements. Surveys may be done with parents, students, school staff, and community members. They may be school-oriented or for the use of the professional association. Surveys are classified by the method of gathering information: personal interview, telephone interview, mail questionnaire, panel, or a combination of methods.

* **QUALITATIVE QUESTIONNAIRES** are used to measure a participant's opinion after an activity or intervention, such as a series of group counseling sessions. Qualitative research seems to obtain information about the quality of a program or service. Questionnaires vary in length and format and may include open-ended questions.

* **CASE STUDIES** constitute a brief description of a particular counseling case, interventions used, and results obtained. It is important to maintain the confidentiality of student names and particular details which might identify the student. Case studies assist school counselors to improve their counseling techniques and to serve as examples of school counselor effectiveness.

* **BEHAVIORAL OBSERVATIONS** are planned in advance and usually refer to behaviors that can be observed and are most likely counted. **INFORMAL** observations may consist of a running account of what a particular student is doing in a class. **FORMAL** behavioral observations may be made by using a checklist and looking for particular behaviors which will qualify a student for a special program.

* **NEEDS ASSESSMENTS** are conducted to determine specific needs, in terms of school counseling programs and services.

* **SELF-AUDIT** is a specialized needs assessment where an audit is used as a self-appraisal instrument to determine strengths and weaknesses. ASCA has prepared three self-audits (available at ASCA Headquarters) for elementary, middle, and secondary school levels.

* **EXPERIMENTAL (QUANTITATIVE)** research designs include many variations of pre-test and post-test assessments where a cause or independent variable is present in the study. This type of research is used effectively to measure change as a result of counseling in areas such as classroom behavioral interventions, small group interventions, and individual counseling interventions.

* **BIOGRAPHICAL OR PORTFOLIO DATA** may be collected during an interview, from a written form, or from student work samples. School counselors use this type of data to write college and scholarship recommendations.

ACCOUNTABILITY DATA

School counselors gather data from many sources to use in evaluating the effectiveness of counseling programs. Accountability data is often used by school counselors on a daily basis. Some practical and accessible sources of accountability data include:

- **SCHOOL COUNSELOR LOGS** are used to record data on the amount of time spent in a variety of guidance and counseling activities.
- **SCHOOL COUNSELOR RECORD FORMS** provide data on types of counseling interventions and referrals.
- **APPOINTMENT SHEETS** indicate the number of students seen on a daily basis and the length of time for each appointment.
- **STUDENT PROFILES** show student progress toward competency graduation, or college requirements; career/life planning; and student activities.
- **STUDENT RECORDS** such as student transcripts and cumulative folders include grades, test scores, health data, and sometimes teacher reports.
- **STANDARD TEST SCORES** indicate student achievement in relation to local, state, and national norms.
- **STUDENT ASSESSMENT PORTFOLIOS** provide samples of student work and major projects undertaken for course or graduation requirements.
- **ANECDOTAL RECORDS** are brief comments on a particular counseling case.

ANCHORAGE SCHOOL DISTRICT

ANCHORAGE SCHOOL COUNSELING PROGRAM

1993-94 PROGRAM EVALUATION

School: _____ Your Position: Teacher ____ Student ____ Grade ____
Parent ____Administrator ____ Other _____

(Optional)
Ethnic Background: Alaska Native_____American Indian_____Asian (not Filipino)_____ African American_____
Filipino_____Hispanic____ Caucasian_____Bi-Racial (Please name)_____

Gender: Male _____ Female_____

We are eager to know your views on how well we are performing in each of the four areas that make up a comprehensive counseling program. Please help us evaluate our counseling program by responding to the following statements. Mark an "X" to indicate whether or not the activity is carried out. An "X" beside "?" means you do not know if the activity is occurring or not.

INDIVIDUALIZED STUDENT PLANNING

Yes___No___?___ 1. Counselors assist students in developing career/educational plans

2. Individual student planning activities are provided through:

Yes___No___?___ a. Career testing and exploration

Yes___No___?___ b. Individual and group guidance

Yes___No___?___ c. Placement in appropriate classes

Yes___No___?___ d. Interpretation of standardized test results

Yes___No___?___ e. Scheduling

Yes___No___?___ f. Information about specific classes

Yes___No___?___ g. Information about graduation requirements

Yes___No___?___ 3. Counselors work with staff and parents to promote students' personal and academic progress.

GUIDANCE CURRICULUM

1. Counselors present classroom activities/lessons in the following areas:

Yes___No___?___ a. Career planning and preparation

Yes___No___?___ b. Interpersonal skills

Yes___No___?___ c. Educational options

Yes___No___?___ d. Skills for being successful in school

Yes___No___?___ e. Relationship between doing well in school and success later in life

Yes___No___?___ 2. Counselors work with teachers to develop and deliver relevant curriculum that addresses workplace skills.

RESPONSIVE SERVICES

Yes___No___?___ 1. Students get help in solving immediate problems that interfere with their personal, social, career, and educational development.

Yes___No___?___ 2. Educational support groups are available in the school. (anger management, self esteem issues, grief/loss)

Yes___No___?___ 3. Counselors provide referral services to other individuals and agencies whenever appropriate.

Yes___No___?___ 4. Counselors maintain regular and effective communication with community agencies, including follow-up on referred students.

Yes___No___?___ 5. Counselors are accessible to students with problems.

Yes___No___?___ 6. Counselors respond effectively to parent and staff concerns about student progress.

Yes___No___?___ 7. Counselors provide a safe, confidential environment.

SYSTEM SUPPORT

Yes___No___?___ 1. I know how to contact the counselor.

Yes___No___?___ 2. There are enough counselors to meet the needs of students, parents, teachers, and administrators

Yes___No___?___ 3. Administrator and staff use of counselors' time makes the best use of counselors' training and serves students in the most effective way.

4. Counselors communicate effectively with:

Yes___No___?___ a. Parents

Yes___No___?___ b. Teachers and administrators

Yes___No___?___ c. Support staff

Yes___No___?___ d. Other counselors

Yes___No___?___ 5. Counselors recognize and honor student success and achievement

6. The counseling department helps to make the school a more positive place by contributing to

Yes___No___?___ a. Drug and alcohol prevention

Yes___No___?___ b. Prejudice elimination

Yes___No___?___ c. Awareness of gender bias and sexual harassment

Yes___No___?___ d. Violence prevention and conflict resolution

Yes___No___?___ 7. Counselors are involved in building level and district meetings to improve services to students

Overall Strengths of counseling program

Areas that can be improved:

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Missouri Guidance Competency Evaluation Survey - Grades 9 - 12

Developed by

Norman C. Gysbers, Richard T. Lapan,
Karen D. Multon, and Leslie Eastman Lukin

STUDENT NAME (Last, First, Middle Initial)

GENDER

- ○ Male
- ○ Female

GRADE

- ○ 9
- ○ 10
- ○ 11
- ○ 12

COUNTY-DISTRICT CODE

BIRTH DATE

MONTH	DAY	YEAR
Jan. ○	0 0	0
Feb. ○	1 1	1
Mar. ○	2 2	2
April ○	3 3	3
May ○	4	4
June ○	5	5
July ○	6	6
Aug. ○	7	7
Sept. ○	8	8
Oct. ○	9	9
Nov. ○		
Dec. ○		

ETHNIC HERITAGE

- ○ Hispanic
- ○ Black
- ○ White
- ○ American Indian or Alaskan Native
- ○ Asian or Pacific Islander

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AREA I CAREER PLANNING AND EXPLORATION

Please rate how confident you are that you could successfully perform the following career planning and exploration tasks. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High
1. that I know how to prepare for careers in which I am interested.						
2. that I know how to explore several different careers in a specific area in which I am interested.						
3. that I know how to obtain scholarship and financial aid information.						
4. that I know which leisure and recreational activities best fit my interests and needs.						
5. that I can make a plan of high school classes which would be best for me (reviewed and changed as needed).						
6. that I will visit colleges before enrollment.						
7. that I know how to find a place to live while attending college.						
8. that I know how to pick a college.						
9. that I could get along with both men and women on the job.						
10. that I know how to select courses that will help me meet my career goals.						
11. that I understand my interests and abilities, and how this can help me make a career choice.						
12. that I know what careers certain majors would prepare me for, and the future of those careers.						
13. that I can handle kidding or criticisms from other students if I have an interest in or choose a course usually taken by the opposite sex.						
14. that I know how to develop a career plan that can be changed.						
15. that I know how to find courses that fit both my needs and interests.						
16. that I understand how being male or female affects my career choice.						
17. that I know how friends can affect my leisure time.						
18. that I know how to decide on a field of study.						
19. that I know how to develop recreational interests that will make my leisure time more enjoyable (for example, hobbies and sports).						
20. that I understand how one's job affects one's leisure time.						
21. that I know about various colleges and what they have to offer.						
22. that I know how to find out more about possible careers and the world of work.						
23. that I would take courses appropriate to my career choice, even though most often they are taken by the opposite sex.						
24. that I know how the place where I live affects job opportunities.						
25. that I can make plans beyond graduation (job opportunities, training programs, college/vocational-technical school, financial aid, military, etc.).						
26. that I know how to choose college courses that would help prepare me for a career.						
27. that I know about jobs that are usually filled by the opposite sex, but are available to both sexes.						
28. that I know the requirements for high school graduation.						
29. that I can handle adult disapproval, hostility, or opposition if I have an interest in or choose a course usually taken by the opposite sex.						

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AREA II KNOWLEDGE OF SELF AND OTHERS

Please rate how confident you are that you could successfully perform the following tasks related to understanding yourself and others. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENCE

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High	Very High
1. that I know how to help a friend who has a problem with drugs or alcohol.	A	B	C	D	E	F	G
2. that I can accept others as well as be accepted by them.	A	B	C	D	E	F	G
3. that I can understand others.	A	B	C	D	E	F	G
4. that I respect other people whose views differ from mine.	A	B	C	D	E	F	G
5. that I can talk to someone when I need to.	A	B	C	D	E	F	G
6. that I can deal with life when I feel down.	A	B	C	D	E	F	G
7. that I know more about the kinds of decisions and difficulties that I will face as a parent.	A	B	C	D	E	F	G
8. that I know how to discuss important things to consider when choosing a wife or husband.	A	B	C	D	E	F	G
9. that I can discuss what makes a marriage work and be happy.	A	B	C	D	E	F	G
10. that I know the penalties of drug and alcohol use.	A	B	C	D	E	F	G
11. that I know about the things that often cause difficulties in a marriage.	A	B	C	D	E	F	G
12. that I know how my feelings affect my behavior.	A	B	C	D	E	F	G
13. that I know about the causes and results of divorce.	A	B	C	D	E	F	G
14. that I know how to handle pressure from my friends related to the use of drugs and alcohol.	A	B	C	D	E	F	G
15. that I know my values.	A	B	C	D	E	F	G
16. that I get along with my family.	A	B	C	D	E	F	G
17. that I know the physical and mental effects of drugs and alcohol.	A	B	C	D	E	F	G
18. that I know where to find help for alcohol and drug problems.	A	B	C	D	E	F	G
19. that I understand, accept and like myself, both physically and mentally.	A	B	C	D	E	F	G
20. that I use good ways of communicating feelings.	A	B	C	D	E	F	G
21. that I can develop close and lasting friendships.	A	B	C	D	E	F	G
22. that I know how to handle personal difficulties.	A	B	C	D	E	F	G
23. in stating my own ideas.	A	B	C	D	E	F	G
24. in myself.	A	B	C	D	E	F	G
25. that I know how children affect a marriage.	A	B	C	D	E	F	G

AREA III EDUCATIONAL AND VOCATIONAL DEVELOPMENT

Please rate how confident you are that you could successfully perform the following educational and vocational development tasks. **Blacken the circle** that indicates the level of your confidence for each item.

LEVEL OF CONFIDENC

I AM CONFIDENT:	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High
1. that I know how to improve my writing, reading, speaking, listening, and math skills.	A	B	C	D	E	F
2. that I can complete more of the tasks and projects which I start.	A	B	C	D	E	F
3. that I know what my goals are and their value to me.	A	B	C	D	E	F
4. that I know the job opportunities available to those who complete area vocational school training.	A	B	C	D	E	F
5. that I can come up with many possible solutions to a problem.	A	B	C	D	E	F

AREA III EDUCATIONAL AND VOCATIONAL DEVELOPMENT
(Continued)

LEVEL OF CONFIDENC

I AM CONFIDENT:

	Very Low	Low	Somewhat Low	Neither Low nor High	Somewhat High	High
6. that I know about renting or buying homes.	A	B	C	D	E	F
7. that I know what my strongest vocational interests, aptitudes and abilities are.	A	B	C	D	E	F
8. that I know what jobs my friends and others have found after graduating from high school.	A	B	C	D	E	F
9. that I know and understand enrollment requirements and selection procedures for specific courses either at the area vocational school or my home high school.	A	B	C	D	E	F
10. that I have received assistance in enrolling in a vocational program in which I have interests, aptitudes and abilities.	A	B	C	D	E	F
11. that I know the benefits, working conditions, and opportunities for advancement in jobs.	A	B	C	D	E	F
12. that I can follow through on good decisions and change poor decisions.	A	B	C	D	E	F
13. that I know the problems graduates have finding jobs.	A	B	C	D	E	F
14. that I know how to use common hand tools to build or repair things.	A	B	C	D	E	F
15. that I know how to improve my test-taking skills.	A	B	C	D	E	F
16. that I know how to visit a vocational program before enrollment.	A	B	C	D	E	F
17. that I know how basic skills (Math, Reading, etc.) relate to my vocational goals.	A	B	C	D	E	F
18. that I know how to study and how to get the most out of my study time.	A	B	C	D	E	F
19. that I know what jobs are available locally.	A	B	C	D	E	F
20. that I know what jobs are available in my interest and ability areas, their locations, and the requirements to obtain these jobs.	A	B	C	D	E	F
21. that I know what persons and what agencies will help me find a job.	A	B	C	D	E	F
22. that I know what employers expect of job applicants and employees.	A	B	C	D	E	F
23. that I can evaluate or judge decisions I have already made.	A	B	C	D	E	F
24. that I know how to participate in practice job interviews.	A	B	C	D	E	F
25. that I understand the legal responsibilities which I will face as an adult (income tax, auto insurance, etc.).	A	B	C	D	E	F
26. that I can develop a resume (personal information sheet for employers).	A	B	C	D	E	F
27. that I know whether the jobs my friends and others got after graduating were related to the training they took in high school.	A	B	C	D	E	F
28. that I know which individuals or what agencies helped my friends and others get a job, get into college, or get other training beyond high school.	A	B	C	D	E	F
29. that I know how to develop learning habits and skills that I can use throughout life.	A	B	C	D	E	F
30. that I can complete job application forms properly.	A	B	C	D	E	F
31. that I can identify the real problem when I have difficulties.	A	B	C	D	E	F
32. that I know how to get along in a changing world.	A	B	C	D	E	F
33. that I understand credit purchases and installment buying.	A	B	C	D	E	F
34. that I know where and how to start looking for a job.	A	B	C	D	E	F
35. that I can find part-time, or summer work.	A	B	C	D	E	F
36. that I can make decisions.	A	B	C	D	E	F
37. that I can find a full-time job after graduation.	A	B	C	D	E	F
38. in my knowledge of such common machines as cars, stereo systems, and appliances.	A	B	C	D	E	F
39. that I know how to budget, spend, and invest my money wisely.	A	B	C	D	E	F
40. that I know how to take notes better.	A	B	C	D	E	F
41. that I know about the kinds of daily expenses that I will face in life.	A	B	C	D	E	F
42. that I understand what advice friends and others who have graduated from high school would give me while I am in high school.	A	B	C	D	E	F
43. that I know from my friends what college courses and other post high school training courses gave them trouble and why.	A	B	C	D	E	F
44. that I know what problems my friends and others had on the job or in college.	A	B	C	D	E	F

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Sample Program Evaluation Self-Study

Counseling Department Staff:

_____
_____
_____
_____
_____
_____
_____

I. Description of School, Community and Counseling Program

Current Enrollment: _____

 # Students/Grade Level:

GRADE	NUMBER
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Generalization of Socio-Economic status of student body: _____
_____
_____

Ethnic Composition of Student Body by Percentage:

Alaska Native/American Indian	_____	Caucasian	_____
Asian American	_____	Hispanic	_____
Black	_____	Other	_____

Generalization of Educational Level of Students (Based on School Summary Report of Standardized Test Results):

Achievement: _____

Language Arts/Verbal: _____

Math: _____

Number of Faculty: _____

Other School District Specialists Available to Students:

	NUMBER	SPEECH	NURSE	PSYCH	SCHOOL SOCIAL WORKER
NUMBER					
% OF TIME AVAILABLE					

Definition of Counselor Caseload:

# of Counselors: _____

# of Counselees per Counserlor: _____

If More Than One Counselor, What Are the Counselor Caseload Assignments:

_____

_____

_____

_____

If Counselors Have Additional Special Assignments (e.g., Testing Coordinator), Please List Them Below:

_____

_____

_____

_____

Delivery of the Comprehensive School Counseling Program for the School Year was as Follows (By Percentages):

Component	Percentage
Personal & Career Development Curriculum	_____

Component	Percentage
Individual Planning	_____
Responsive Services	_____
System Support	_____
Non-Counseling Activities	_____

II. Structural Components: Program Philosophy and Planning

Rating Scale:

na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description	
1. The program is based on an assessment of student needs.	na 1 2 3 4 5
2. The program is based on an assessment of community needs.	na 1 2 3 4 5
3. The philosophy of the program is written and includes rationale, assumptions and definition.	na 1 2 3 4 5
4. Priorities for student skill development are established for each grade level.	na 1 2 3 4 5
5. The program has an annual plan which, for the most part, is followed.	na 1 2 3 4 5
6. There is a School Counseling Advisory Council.	na 1 2 3 4 5
7. The program is evaluated annually.	na 1 2 3 4 5

Evaluation of Program Philosophy and Planning:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for improvement of Program Philosophy and Planning:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

III. Personal and Career Development Curriculum

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description	
1. All students are assisted in a systematic way to develop knowledge, understanding and skills identified as necessary to enhance their personal, social, career and educational development.	na 1 2 3 4 5
2. Developmentally appropriate student competencies are specified for each grade level grouping.	na 1 2 3 4 5
3. Competency selection is based on an assessment of student needs.	na 1 2 3 4 5
4. The curriculum is delivered through classroom and group activities.	na 1 2 3 4 5
5. Teachers are augmenting curriculum by infusing appropriate learning activities into their regular classroom instruction.	na 1 2 3 4 5
6. Facilities and equipment used to conduct curriculum activities are adequate.	na 1 2 3 4 5

7. Sufficient materials are available to support the curriculum.	na 1 2 3 4 5
8. Student competencies provided from specific learning activities are assessed systematically.	na 1 2 3 4 5
9. Effectiveness of the curriculum for each grade level is evaluated annually.	na 1 2 3 4 5

Evaluation of Guidance Curriculum:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Guidance Curriculum:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

IV. Individual Student Planning

Rating Scale:

na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description:

1. All students are provided information and assisted in applying the competencies necessary to make plans and to take the next appropriate steps toward their established personal and/or career goals.	na 1 2 3 4 5
2. Individual student planning activities are related to pertinent learning activities in the *Personal and Career Development Curriculum*.	na 1 2 3 4 5
3. There is a systematic approach to helping students make appropriate educational plans.	na 1 2 3 4 5
4. There is a systematic approach to helping students understand themselves through effective interpretation of standardized and individual test results.	na 1 2 3 4 5
5. Individual student planning activities are implemented through effective use of: a. individual appraisal b. individual advisement c. placement	na 1 2 3 4 5
6. Accurate, appropriate, and effective printed information is distributed to support the Individual Student Planning efforts of students and their parents.	na 1 2 3 4 5
7. Facilities and equipment available for conducting Individual Student Planning activities are adequate.	na 1 2 3 4 5
8. Student competencies gained from individual planning activities are assessed yearly.	na 1 2 3 4 5

Evaluation of Individual Student Planning:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Individual Student Planning:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

V. Responsive Services

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description:

1. Students in need are assisted in solving immediate problems that interfere with their personal, social, career and educational development.	na 1 2 3 4 5
2. A balance of service is maintained for students with preventive and remedial level needs.	na 1 2 3 4 5
3. There is systematic provision of Responsive Services as follows: a. Consultation b. personal counseling c. crisis counseling d. referral	na 1 2 3 4 5
4. Services are provided on the basis of assessed student needs.	na 1 2 3 4 5
5. The counseling department maintains an adequate list of referral resources.	na 1 2 3 4 5

6. Counselors maintain regular and effective communication with community agencies, including follow-up on referrals.	na 1 2 3 4 5
7. Counselors are accessible to students with problems.	na 1 2 3 4 5
8. Facilities and equipment available for delivering Responsive Services are adequate.	na 1 2 3 4 5
9. Materials available to support implementation of the Responsive Services activities are assessed regularly.	na 1 2 3 4 5

Evaluation of Responsive Services:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of Responsive Services:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

VI. System Support

Rating Scale:
na = Does not apply
1 = Not satisfactory
2 = Below Expectations
3 = Satisfactory
4 = Exceeds Expectations
5 = Clearly Outstanding

Description

1. Administrative procedures provide for appropriate use of the counselor(s) professional skills.	na 1 2 3 4 5
2. Counselor involvement in non-counseling activities is minimal or appropriate.	na 1 2 3 4 5
3. Counselor(s) are provided with professional growth opportunities.	na 1 2 3 4 5
4. Department paraprofessional staff provide needed support to counseling staff.	na 1 2 3 4 5
5. Time is provided for counseling program activitiy planning and evaluation.	na 1 2 3 4 5
6. An appropriate budget is provided to the counseling department by the administration.	na 1 2 3 4 5
7. Facilities and equipment are available and adequate for effective implementation of the program.	na 1 2 3 4 5
8. Counselor(s) are provided sufficient access to students so that time is available to implement effective counseling program activities.	na 1 2 3 4 5
9. Opportunities are provided and taken for counselor(s) to explain the counseling program to staff, administration, the school board, and the community.	na 1 2 3 4 5

Evaluation of System Support:

1. Major strengths:

2. Items in greatest need of strengthening:

Plans for Improvement of System Support:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

VII. Summary of Counseling Program Evaluation-Self Study

Documentation file is established and contains relevant documents. na 1 2 3 4 5

Evaluation of Overall Plan:

1. Prioritized list of major strengths:

2. Prioritized list of items in greatest need of strengthening:

Plans for Improvement of Overall Plan:

1. Short Range Goals:

2. Long Range Goals:

3. Seemingly Unattainable Goals:

Alaska School Counseling Program

STUDENT SURVEY

Grade 9_____ 10_____ 11_____ 12_____
Sex M_____ F_____

What do you plan to do after high school?

_____Attend a vocational, technical, or business college.
_____Attend a junior college.
_____Attend a college or university.
_____Get a job.
_____Enter the military.
_____Other_____

What type of classes have you taken or are you taking in high school?

_____General
_____Vocational-technical
_____College Prep

How have you participated in the counseling program?

_____Met individually with my counselor.
_____Small group led by counselor.
_____Classroom persentation led by counselor.

Check the area in which your counselor or teachers have helped you during the year.

_____Planning your high school classes.
_____Planning and exploring careers.
_____Planning for education and training after high school.
_____Applying for admission to college, university, or vocational-technical schools.
_____Financial aid information.
_____Preparing to look for a job.
_____Understanding how being male or female relates to jobs and careers.
_____Making decisions.
_____Learning consumer and homemaker skills.
_____Improving basic sikills and study skills and doing better in classes.
_____Understanding and getting along with others.
_____Knowing how drugs and alcohol affect me and my friends.
_____Understanding and accepting myself.
_____Adjusting to high school.
_____Interpreting test results.
_____Learning about myself (my interests, abilities, etc.)
_____Dealing with personal problems.
_____Other_____

Did anyone (teacher, friend, parent, school nurse, etc.) suggest that you see the counselor?

_____Yes _____No

Is the work of the counselors and the counseling program well publicized and known to students in your school?

_____Yes _____No

In what ways has the counselors and the counseling program helped you?

What suggestions would you list for making the work of the counselors and the counseling program better?

Describe the work of the counselor and the counseling program in your school.

Alaska School Counseling Program
PARENT SURVEY

Your child's grade 9_____ 10_____ 11_____ 12_____

Have you talked with your son's/daughter's counselor this year?
_____Yes _____No

Please check the reason(s) for talking with your son's/daughter's counselor.

_____Information on my child's achievement and academic progress.
_____Information on my child's attendance.
_____Assisting with my child's future education.
_____Planning for my child's future education.
_____Financial aid and admissions information.
_____Arranging/scheduling meetings with my child's teachers.
_____Interpreting my child's test results.
_____Career exploration for my child.
_____Other_____

Has your child talked with her/his counselor this year?
_____Yes _____No _____Not aware of

Have you suggested that your son/daughter see his/her counselor?
_____Yes _____No

Are you familiar with the work of the counselor and the counseling program at the school?
_____Yes _____No

Have you read or heard about the counseling program and the work of the counselor at your child's school?
_____Yes _____No

Based on your observation or experience, how has the counselor and the counseling program been helpful to you and your son/daughter?

What suggestions would you have for improving the counseling program at your school?

Alaska School Counseling Program

TEACHER SURVEY

Please rate the extent to which each of the following is being completed through the counseling program and the work of the counselors in your school. Use the following rating scale.

1-A great deal
2-Some
3-Little
4-Not at all

___Counselors provide guidance activities for students in classsrooms on a regular basis.
___Counselors meet with students, individually and in goups, to plan their personal, educational, and career goals.
___Counselors consult with staff and parents concerning student personal and academic progress.
___Counselors provide counseling for individuals.
___Counselors provide small group counseling.
___Counselors refer students to other individuals and agencies as appropriate.program.
___Counselors help teachers interpret test scores and other data about student preformance.
___The counseling program is available to all students in your school.

What impact has the counseling program and activities had on your students and school?

What are the strengths of the counseling program in your school?

What recommendations would you make for improving the counseling program in your school?

Have you conducted counseling activities in your classroom?
____Yes ____No

Counselor Performance Evaluation Form

NAME_____

SCHOOL_____

REVIEW PERIOD: FROM_____ TO_____ DATE COMPLETED

EVALUATION: FALL SPRING

Needs Improvement	Satisfactory

1. Implements the GUIDANCE CURRICULUM through effective instructional skills and careful planning of student group sessions (classroom activities, group activities), including:
   a. effective use of instructional techniques. . . . . | | |
   b. effective use of learning activities. . . . . | | |
   c. contributes to interdisciplinary curriculum team effort to integrate competencies . . . . . | | |
   d. active involvement of students in learning . . . . . | | |
   e. selection of competencies consistent with identified student needs and district goals. . . . . | | |
   f. evidence of student competency attainment. . . . . | | |

COMMENTS: _____

_____

_____

2. Implements INDIVIDUAL STUDENT PLANNING through effective use of guidance/counseling skills (individual appraisal, individual advisement and placement) including:
   a. careful planning of sessions. . . . . | | |
   b. presentation of accurate, relevant, unbiased information . . | | |
   c. involvement of students in personalized educational and career planning . . . . . | | |
   d. accurate and appropriate test result interpretation. . . . . | | |
   e. selection of individual planning activities consistent with identified student needs and district goals. . . . . | | |

COMMENTS: _____

_____

_____

3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisis counseling, and referral skills), including:
   a. proper identification of problems and issues to be resolved | | |
   b. selection and use of counseling, consulting and referral interventions appropriate to students' problems and circumstances. . . . . | | |
   c. works with parents to help them better understand their children and provide effective guidance. . . . . | | |
   d. conducting well-planned and goal-oriented sessions. . . . . | | |
   e. use of small group and individual techniques that are appropriate to the topic and to students' needs and abilities. . . . | | |

Needs Improvement	Satisfactory

3. Implements RESPONSIVE SERVICES (consultation, personal counseling, crisisis counseling and referral skills), including:
   f. active involvement of clients in the counseling, consulting and referral process. . . . . .
   g. timely follow-up . . . . . .
   h. provision of services consistent with identified student needs and district goals . . . . . .

COMMENTS: _____

_____

_____

4. Implements SYSTEM SUPPORT through effective program monitoring and management as well as providing necessary support for other programs, such as:
   a. providing a comprehensive and balanced counseling program. . . . . .
   b. selecting program activities which meet identified, priority areas and are consistent with building and district goals . . . .
   c. collecting evidence that students achieve meaningful outcomes from program activities . . . . . .
   d. operating within established procedures, policies, and priorities . . . . . .
   e. working cooperatively with school staff and community to garner support for the counseling program . . . . . .
   g. implementing programs that explain the school counseling program . . . . . .
   h. attending to ideas and concerns regarding the counseling program . . . . . .

COMMENTS: _____

_____

_____

5. Non-Guidance Issues
   a. contributing to organizational solutions outside of assigned responsibilities . . . . . .
   b. providing leadership in building or district inservice activities and sharing skills, training and knowledge . . . . . .
   c. supporting building administration policies and goals
   d. supporting district policies and goals . . . . . .

COMMENTS: _____

_____

_____

ADVISORY BOARD

Sample Advisory Board Agenda

ANCHORAGE
SCHOOL DISTRICT
EAST ANCHORAGE HIGH SCHOOL
4025 E. Northern Lights Blvd.
Anchorage, Alaska 99508-3599

ALASKA SCHOOL COUNSELING PROGRAM
EAST HIGH SCHOOL ADVISORY BOARD

AGENDA FOR September 23, 1992 (2:20-3:30)

1.) Welcome to all and Thank You

2.) Introduction of Board members:
Students: Pete Lozano, Twila Caldwell and Kara Ellis
Parents: Edna Lamebull,
Teachers: Janice Strickland, Rob Dolan
Counselors: Susan Haines, Lucy Brown and David Leach

3.) Role of East High's Counseling Advisory Board
- Network to others: students, parents, teachers - community
- Sounding board to listen to EHS focus and direction
- Commitment: November 18, February 24 and May 19.

4.) "Old Business"
- Final time and task analysis
  - last years results
  - programmatic changes and record time and task analysis next year.
- Scheduling with "bubble sheets" and small groups.

5.) It takes a whole village to raise a child. African proverb.

6.) Career Portfolio

7.) Questions and answers - comments and concerns

8.) Next meeting time
- Agenda? Open to send to David Leach
- Rotating secretary?

9.) Adjournment

A Recognized School of Excellence
U. S. Department of Education----Blue Ribbon Schools Program

INVENTORY

Sample Materials Inventory

Sample Materials Inventory, Bob McClory, Ketchikan

DESCRIPTION	ITEM TYPE	YEAR	TITLE	USE	
Abuse	Book	1989	Coping With Verbal Abuse	Student	
Abuse	Book	1986	Do You Have a Secret	Student	1
Abuse	Program	1991	Preventing Child Abuse	Class	1
Affective Education	Activity Book	1977	Managing Yourself	Class	1
Affective Education	Activity Book		Positively: 25 Activities to Manage Negative Emotions	Class, Group	1
Affective Education	Activity Book		Searching for Yourself	Class, Group	1
Affective Education	Activity Boc	1983	Motivation Plus	Class	1
Affective Education	Activity Boc	1984	Project Turn Around: 18 Classroom Activities	Class	1
Affective Education	Book	1988	Boys and Girls Book of Dealing with Feelings	Class	1
Affective Education	Book	1988	Feelings Book: Guide to Expressing Emotions Creatively	Reference	1
Affective Education	Book		Other Side of the Report Card	Reference	1
Affective Education	Book	1972	Values Clarification	Class	1
Affective Education	Curriculum	1989	Thinking, Feeling, Behaving: Emotional Curriculum for Ac	Class, Group	1
AKCIS	Equipment		Printer	Class, Student	1
AKCIS	Equipment		IBM PS 2 Model 30	Class, Student	1
Alcohol	Activity		Teenage Alcohol Abuse	Class	
Alcohol	Cassette		Alcohol and Your Teenager	Parent, Class, G	2
Anger Management	Book	1988	Coping With Anger	Student	1
Anger Management	Book	1969	The Angry Book	Student	1
Anger Management	Book	1989	When Anger Hurts: Quieting the Storm Within	Reference	1
Anger Management	Game		Anger Control Game	Group	
Assertiveness	Book	1975	Stand Up, Speak Out, Talk Back!	Reference	
Assertiveness	Book	1975	When I Say No, I Feel Guilty	Reference	1
Assertiveness	Game	1981	Assert With Love	Class, Group	1
Careers	Activity Book		Activities for Individualized Career Exploration	Class	1
Careers	Activity Book	1979	Career Caravan	Class	1
Careers	Activity Boc	1989	Preparing Students for the World of Work	Class	1
Careers	Book	1991	Careers for Sports Nuts and Other Athletic Types	Class, Student	1
Careers	Book	1986	Dictionary of Occupational Titles	Reference	1
Careers	Book	1983	Entrepeneurial Workbook	Class	1
Careers	Book	1984	Guide for Occupational Exploration	Reference	1
Careers	Book	1982	Handbook of Career Planning For Special Needs Students	Reference	1
Careers	Book	199(	Occupational Outlook Handbook	Reference	2
Careers	Book	1990	Teenage Entrepeneur's Guide: 50 Money Making Business	Class, Student	1
Careers	Book	1989	Who's Hiring Who	Reference	1
Careers	Program	1977	Career Exploration Kit for Secondary Students	Class	1
Careers	Video	1987	How to Really Start Your Own Business	Class	1
Careers	Workbook	1989	Activities for Occupational Outlook Handbook	Class	10
Careers (for Wome	Book	1987	Jobs for the Future	Reference	1
Class Management	Book	1990	Quality School	Reference	1
Class Management,	Activity Book	1984	Assertive Discipline: Workbook	Reference	2
Class Management,	Activity Book	1983	Positive Reinforcement Activities	Reference	1
Class Management,	Book	1977	Forms for Behavior Analysis with Children	Reference	
Class Management,	Cassette/Fil	1984	Assertive Discipline	Reference	
COA	Book	1989	An Elephant in the Living Room	Group	1
COA	Book	1989	An Elephant in the Living Room, Leader's Guide	Group	1

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DESCRIPTION	ITEM TYPE	YEAR	TITLE	USE	NO
COA	Book	1982	Broken Bottles, Broken Dreams: Understanding and Helpir	Reference	1
COA	Book	1983	Children of Alcoholics: A Guide for Parents, Educators,	Reference	1
COA	Book	1985	Coping With Alcoholic Parents	Reference	1
COA	Book	1988	Dear Kids of Alcoholics	Student	2
COA	Book	1985	Fighting Invisible Tigers	Program	1
COA	Book	1985	Fighting Invisible Tigers (Teacher's Guide)	Program	1
COA	Book	1988	Grandchildren of Alcoholics: Another Generation of Co-De	Reference	1
COA	Book	1989	Mom and Me	Student	1
COA	Book		Insight & Manual	Class, Group	1
COA	Cassette/Fil	1977	Children of Alcoholics Filmstrip	Group	1
COA	Workbook	1989	My Dad Loves Me, My Dad Has a Disease	Student	1
COA	Workbook		Insight (Participant Guidebook)	Class, Group	12
Communication	Activity Book		Insight Class Program: Facilitator's Guide	Reference	1
Communication	Activity Book		Interpersonal Communications	Class	1
Communication	Activity Book	1978	Person to Person Interaction Kit	Group	1
Communication	Book	1977	Between Us: Guide to Interpersonal Communication	Student	1
Communication	Game		Can of Squirms (Role Plays)	Class, Group	1
Communication	Game		Communicate	Group	1
Communication	Game		Social Security	Group	1
Communication	Game		Talking, Feeling, Doing Game	Group	1
Communication	Game		Ungame	Group	2
Communication	Program	1977	Between Us	Class, Group	1
Conflict Resolution	Activity Book	1984	Creative Conflict Resolution: 200 Classroom Activities	Class	1
Conflict Resolution	Activity Pack		Activities for Exploring Conflict: 50 Activities	Class, Group	Set
Conflict Resolution	Curriculum	1975	Curriculum on Conflict Management	Class, Group	1
Counseling	Activity Pack		Missoun Comprehensive Guidance Kit	Class	1
Counseling	Book		Developing and Managing Your Classroom Guidance Progr	Reference	1
Counseling	Book	1989	You Are the School Counselor	Counselor	1
Decision Making	Game	1988	Problem Solver	Group	1
Decision-Making	Activity Book	1980	Decision Making	Class	1
Decision-Making	Activity Book	1980	Decision Making Workbook	Reference	1
Decision-Making	Activity Book	1978	Learning to Think and Choose, Decision Making Episodes f	Reference	1
Decision-Making	Game		Coping and Decisions	Group	1
Decision-Making	Game		Scruples for Kids	Class, Group	1
Decision-Making	Program	1975	Choices: Personal Decision-Making Kit	Class	1
Depression	Book	1990	Teenage Depression	Student	1
Divorce	Book	Krem	How it Feels When Parents Divorce	Student	1
Divorce	Book	1986	Step Dance Ins and Outs of Step Parenting	Parent	1
Divorce	Book	1978	What's Going to Happen to Me?: When Parents Separate	Student	1
Divorce	Book	1978	What's Going to Happen? When Parents Separate or Divor	Student	1
Divorce	Cassette/Fil		My Mother and Father Are Getting Divorced	Group	2
Divorce	Game		Changing Family Game	Group	1
Drugs	Activity Book		Marijuana Use: Congressional Hearing	Class	1
Drugs	Book	1986	Addicts and Families	Reference	1
Drugs	Book	1986	Intervention: Guide for Chemically Dependent Family and	Counselor, Parer	1
Drugs	Cassette, Ac		Preventing Drug Abuse	Class, Group	Set

DESCRIPTION	ITEM TYPE	YEAI	TITLE	USE	NO
Drugs, Alcohol	Book	1987	Choices & Consequences: What to Do When Your Teenag	Reference	1
Drugs, Alcohol	Book		Community Intervention: A Directory of Services	Reference	1
Drugs, Alcohol	Book	1987	Kids, Drugs and Alcohol	Reference	1
Drugs, Alcohol	Book	1978	Young Alcoholics	Parent, Student	1
Drugs, Alcohol	Chart	1978	Adolescent Chemical Use	Class	3
Drugs, Alcohol	Game		Play It Straight	Group	1
Drugs, Alcohol	Video	1986	Shattered	Group	1
Drugs, Alcohol, Tob	Book	1987	57 Reasons Not to Do Drugs	Student	1
Drugs, Alcohol, Tob	Book	1987	57 Reasons Not to Light Up	Student	1
Drugs, Alcohol, Tob	Program	1990	Just Say I Know How: Drug, Alcohol Prevention Program	Class	1
Drugs, Alcohol, Tob	Program	1990	Toxic Substance and You	Class	1
Drugs, Alcohol; Pee	Book	1986	Getting High In Natural Ways	Student, Parent	1
Eating Disorders	Book	1986	Anorexia Nervosa	Student	1
Eating Disorders	Book	1989	Bulimia	Student	1
Eating Disorders	Book	1983	Food Trips and Traps	Student	1
Eating Disorders	Book	1987	Otherwise Perfect: People and Their Problems with Weig	Reference	1
Eating Disorders	Book	1986	When Someone Close to You Has an Eating Disorder	Reference	1
Employability Skills	Activity Book	1989	Job Interview PracticePak	Class	1
Employability Skills	Program	1988	Survival Skills in the World of Work	Class	1
Families	Book	1988	Changing Families	Parent	1
Families	Book	1990	Coping With a Dysfunctional Family	Student	1
Families	Book	1979	If Only My Family Understood Me...	Parent	1
Families	Book	1986	My Parents Are Driving Me Crazy	Student	1
Families	Book	1984	StepKids	Student	1
Families	Book	1988	The Family	Parent	1
Families	Booklet	1987	Mending Family Relationships	Parent	1
Families, Birth Ord	Book	1985	Birth Order Book	Parent, Student	1
Families, Birth Ord	Book	1989	Growing Up Firstborn	Student, Parent	1
Families, Parent Re	Book	1988	Raising Each Other	Parent, Student	1
Foster Placement	Book	1986	Jason's Story	Student	1
Games	Book	1976	New Games Book	SBA, Class	1
Getting Along W/ O	Activity Book		Handling Relationships: 50 Problem-Solving Activities	Class, Group	Set
Getting Along W/ O	Book	1988	Coping through Friendship	Student	1
Getting Along W/ O	Book	1988	Coping With Difficult Teachers	Student	1
Getting Along W/ O	Book	1983	Real Friends: Becoming the Friend You'd Like to Have	Student	1
Goal-setting	Book	1982	Go For It	Student	1
Handicapped	Book		Where To Turn	Parent	1
Hyperactivity	Book	1988	Your Hyperactive Child: A Parent's Guide to Coping with	Parent	1
Loss	Activity Book	1986	Dimensions of Loss & Death	Class	1
Loss	Activty Book	1988	Death Education: Resource Book	Class, Group	1
Loss	Book	1989	Teenagers Face to Face with Bereavement	Student	1
Loss, Divorce	Book	1976	How to Survive the Loss of a Love	Student	1
Parent Groups	Book	1989	Working With Parents: Guide to Successful Parent Groups	Counselor	1
Parent Groups	Program	1986	Strengthening Stepfamilies	Counselor	1
Parent Groups	Program	1986	Strengthening Stepfamilies	Counselor	1
Parent Groups	Video Prograi	1990	STEP/Teen	Counselor	1

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